DOCUMENT RESUME

ED 071 515 FL 003 768

TITLE Atlanta Public Schools French Guide.
INSTITUTION Atlanta Public Schools, Ga.
PUB DATE 71
NOTE 174p.; Revised edition

EDRS PRICE MF-$0.65 HC-$6.58
DESCRIPTORS Articulation (Program); *Cultural Education; Educational Objectives; Educational Resources; *French; Instructional Program Divisions; *Language Instruction; Language Skills; Language Tests; *Modern Languages; Program Development; Resource Materials; Secondary Schools; *Teaching Guides; Teaching Methods

ABSTRACT

This teacher's guide specifies language skills and related areas of knowledge needed for communicating in the target language. Discussion of the philosophy governing the Atlanta language program includes an examination of student eligibility, program articulation, teaching methods, testing, teaching materials, resources, and equipment for use in the classroom. An outline for integrating Afro-French literature and culture in the high school curriculum is included, and course offerings are described. Sections concerning cultural information focus on (1) the arts in France today, (2) teenage life in France today, (3) French politics and professions, (4) the "new" France, (5) the French approach to life, (6) France: a film introduction, (7) French in review, (8) highlghts of French literature, (9) history of France, (10) family life in Africa, (11) life in the West Indies, and (12) the African today. A list of resource materials is provided. (RL)

ED 071515

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ATLANTA PUBLIC SCHOOLS

FRENCH GUIDE

Revised

1971

FL 003 768

ED 071515

Atlanta Public Schools

John W. Letson
Superintendent

James C. Fain
Executive Director of
Curriculum & Supervision

E. Curtis Henson
Assistant Superintendent
for Instruction

Gail Hutchinson
Coordinator of Foreign
Languages

The French Guide was prepared by Teachers of French of the Atlanta Public Schools in cooperation with students, counselors and librarians. They were assisted by the following consultants: Genelle Morain, Frank M. Grittner, Herman Bostick, King Trousdale, Don Spivey.

224 Central Avenue, S. W.
Atlanta, Georgia 30303

Foreword

French curriculum committees have been struggling with the problem of specifying language skills and related areas of knowledge which are needed for communicating in French. This tentative guide has been developed through the diligent efforts of many teachers and consultants with the following principles in mind:

1. Because of the high mobility of students in the city of Atlanta, it is essential that French teachers agree on the basic objectives and content of the French curriculum. Such agreement is essential to the welfare of the student and to the progress of French as a discipline.

2. The quality of a French program must be measured by the extent to which the goals are achieved rather than by the methods and procedures of achieving them. It is not the aim of this guide to prescribe "the way to teach French," but rather to make available to the teacher suggested resources and methods which may be useful in selecting and developing appropriate means of helping his students attain the goals.

3. The study of French has a unique contribution to make to a student's understanding of the world, past and present, and a greater appreciation of his own language and culture. For a student to realize full value from his study of this important world language, he must develop reasonable proficiency in the fundamental language skills which then become the vehicle for acquiring knowledge and understanding of the way of life of French-speaking people.

It is hoped that this guide will prompt all concerned to reexamine the comprehensiveness and soundness of the French program in the local school with regard to the skills and related areas of knowledge which are presented here and to make suggestions for the continued improvement of the instructional program in French.

Many thanks to all those who have worked in preparing this guide.

French Curriculum Guide
Contents

French Curriculum Committee i

Foreword ii

Contents iii

Philosophy and Long-Range Goals 1

Who Should Study a Foreign Language 1

How Long Should a Language Be Studied 2

The Place of English in the Foreign Language Classroom 2

The Place of Grammar in Foreign Language Teaching 3

Articulation 4

Independent Study 6

Grouping for Student-Centered Work 8

Particular Problem: Reading in the Second-Year Class 12

Suggestions for Out-of-Class Activities 14

Rapport Building 16

Use of Electronic Classrooms 18

Evaluation of Student Performance 22

Some Do's and Don'ts in Testing 23

Suggestions on How to Use a Film 24

Accountability and Foreign Language Teaching 27

Flow Chart of the Progressive Development of the Four Skills 29

Flow Chart of French Courses 30

Suggested Contents for Quarter Courses 31

Materials, Resources and Equipment for Each French Classroom and Department 32

An Outline for Integrating Afro-French Literature and Culture in the High School Curriculum 33

Beginning French A - 361010 39

Beginning French B - 361020 55

Beginning French C - 361030 67

Intermediate French A - 362010 77

Contents (Continued)

Intermediate French B - 362020 87
Intermediate French C - 362030 95
Intermediate French D - 363010 101
Intermediate French E - 363020 107
Intermediate French F - 363030 113
The Arts in France Today - 364010 119
Teenage Life in France Today - 364020 123
French Politics and Professions - 364030 129
The New France - 364040 135
The French Approach to Life - 364050 139
France: A Film Introduction - 364060 143
French in Review - 364070 149
Highlights of French Literature - 364080 153
History of France - 364090 157
Family Life in Africa - 364100 162
West Indies Life - 364110 163
The African Today - 364120 164

APPENDIX

Professional Organizations for Foreign Language Teachers A-2
Letter Supplies A-L Background A-3
List of Resources and Materials A-5
General Resources on Culture A-8
The Place of Culture in the Foreign Language Program A-9

Foreign Language Teaching in Atlanta

A. Philosophy and Long-Range Goals

The study of foreign language has a vital contribution to make in the education of today's youth. The long-range goals of foreign language teaching in Atlanta are as follows:

To enable the student:

1. to comprehend aurally new arrangements of familiar material when spoked at normal tempo and with normal intonation and rhythm
2. to reorganize familiar vocabulary and grammatical forms and to apply them to new situations using pronunciation and intonation in a manner acceptable to a native speaker
3. to read for direct comprehension without constant recourse to a bilingual vocabulary list
4. to express his ideas in writing without conscious reference to English
5. to apply spontaneously the language skills he has learned to new situations
6. to understand the nature of language and that there are certain relationships between English and the foreign language
7. to appreciate the foreign culture for its own merits rather than from the standpoint of Anglo-American culture
8. to recognize the universality of human experience
9. to gain cultural and aesthetic insights for individual growth
10. to evaluate our country's relationships with French-speaking nations and to consider our mutual inter-dependence.

B. Who Should Study a Foreign Language?

1. The opportunity to study a foreign language should be open to all students. Goals should be broad enough to allow students of differing abilities and interests to move toward their potential in this area. With such scope available, then all students can sincerely be encouraged to gain the profit and enjoyment from learning another language regardless of their vocational aspirations; moreover, unlike the college-bound student, the terminal student may never have the chance for such an experience again.

2. Any student can be attracted to the foreign language curriculum when it is understood that evaluation will focus on individual effort toward reasonable aims rather than on some simple, teacher established standard of achievement.

3. Every student can achieve some degree of success in foreign language study. The fact that he has learned to understand and speak English is a definite empirical indication. We teachers may need to emphasize positively the progress made, reminding students that their mother tongue was not mastered overnight! Opportunities to use what has been learned will provide a growing sense of accomplishment for ecah individual as well as motivation to continue learning. Since "success breeds success," we shall need to show approval and pride in what has been learned rather than permit students to become frustrated and defeated by all they still have not mastered.

C. How Long Should a Language Be Studied

1. Length of study seems to be the chief determiner of competency in foreign language learning. Therefore, all students should be encouraged to take a longer sequence in one foreign language instead of dividing their time between two. Those with FLES experience should be counseled to continue the same foreign language in secondary school to reap greater gains from the early beginning.

2. The high school department's first objective should be to provide a minimum of four sequential years of study in at least one foreign language.

D. The Place of English in the Foreign Language Classroom

1. If the language objectives listed are accepted as valid goals, then it must follow that most of the instruction be in the foreign language. As little English as possible will be used in the beginning courses, and, as a general rule, none in the advanced courses.

2. Clarity and efficiency may at times require the use of English, especially for test instructions. English would undoubtedly be needed in discussions related to the nature of language learning; these brief sessions would probably be completed in the opening weeks of Level I and could be arranged for the end of periods so as not to break into the "cultural island" being established in the class. Although the presentation of cultural information in the foreign language is preferable, when possible, a realistic decision must be made in this regard.

E. The Place of Grammar in Foreign Language Teaching

The objectives listed previously call for the ability to communicate *in* the language rather than the acquisition of knowledge *about* the language. Grammatical generalizations are thought of as a means to an end rather than as being important in and of themselves. Accordingly, a pupil's progress in the language must be evaluated in accordance with his ability to understand, speak, read, and write it rather than by his ability to talk about its structure in English. A rule of thumb would be this "*Teach only that grammar which is necessary; do not assume that everything is*."

Articulation

Our foreign language professional bulletins constantly stress the importance of sequential study, recommending strongly a full four-year program in the secondary school, extension downward into seventh and eighth grades as soon as feasible, and initiation of FLES to take advantage of the young child's flexible speech organs and adeptness at minicry. Then on top of this follows the admonition that the total language program must be well articulated! Most of our journals stop there to leave us teachers with the problems of development and coordination.

We have made significant progress in the Atlanta City System in the area of lengthening the foreign language sequence. Various high schools already have a four-year program with some fifth and sixth year study available to students who began learning language in lower grades. It is hoped that such offerings can be increased to provide Atlanta children with the greatest advantages possible. While this growth continues, however, all teachers need to tackle the very practical issues of articulation in order to assure the benefits that long sequence programming can provide.

The blanket statement "Take the student from where he is" may sound like an over-simplification of the articulation problem; nevertheless, that procedure is precisely what each teacher must attempt to follow. The same circumstance applies even to first-year pupils. Regardless of what grade the beginning point may be, no group of students is homogenous as to abilities, interests, or motivation! The teacher, then, cannot outline a single course of study to which students will fit; the tailoring must be in the other direction: the course needs to be fashioned to fit the students.

How is such possible with very heterogeneous grouping? The program is even more complicated by the long sequence which brings together young people in varying stages of linguistic development. Perhaps the major saving grace is for the teacher to recognize before he initiates his efforts that he will obviously have no more equalized group at the end of the quarter than at the start. In fact, if he has succeeded in reaching a common plateau, then indeed he has failed because to do so, he would definitely have pressed some children beyond their limit or would have slowed progress for others! Again, we need to remind ourselves that these conditions hold true in first-year classes as well as third or fourth year.

Articulation (continued)

The necessary undertaking is to individualize the learning process as much as possible. What does that procedure involve? It means finding different approaches to certain aspects of lessons and allowing added time to try these with some students while others move into broader usage of what they learned faster. It means letting those who have caught on to some facets of the lesson help classmates in groups while you assist others in solving their difficulties or advancing their endeavors. It means evaluating on basic objectives and at the same time allowing those who are ready to do so to extend themselves into levels of work which some students will not even attempt during the quarter. It means providing many open-ended experiences, where performance is possible for all, but, not expecting all to reach the same depth.

Impossible? Not at all! Class practice promptly shows who can do what and when. We teachers are quick to diagnose; we need thereafter to take a few horizontal steps before we ask for another move in the vertical direction. Learning a language is not a straight-line operation anyway. The time to use what has been learned is more significant than cramming in the next tense, structure, or vocabulary, regardless of ability to absorb more.

Such a system provides articulation: this is articulation of the program for the student. As he moves to the next level, his teacher can help by passing along notations of what he can presently accomplish in language usage and what he has attempted instead of a single grade average. Intra-departmental discussion can be advantageous in orienting for another year's study. The student himself should be aware of his progress in accomplishing objectives and encouraged to assist the next teacher in quickly adapting to his needs. Why not? Whose business is it if it is not his own! This individual responsibility for learning is exactly what we want to develop.

Independent Study

Independent study programs lasting a quarter or more may be arranged for a student who finds himself unable to schedule one of the regular courses. Although it would be preferable, if at all possible, to have the student participating with others in the normal sequence, rather than cause him to have a gap in his language study when he would like to continue, the teacher and student might arrange a special program that would allow maintenance of language contact plus use of skills in a profitable way.

Interest, aptitudes, and achievement level of the student as well as the particular situation existing in the school need to be considered carefully by teacher and student to arrive at a plan for independent study. Agreement upon objectives for the quarter will be essential; these aims should be stated precisely in writing, more or less like a contract, so that the student will know what is expected, how progress checks will be made, and what form final evaluation of his endeavors will take.

Attention in the planning should be given especially to activities that would provide opportunities to maintain and to improve listening and speaking skills. The student should not be closeted in some nook with books, paper, and pencil. Although portions of his time may necessarily require individual effort in this manner he should have built into the course occasions for interaction with other young people and with the teacher.

Several proposals for independent study which offer potential in all language skills are listed here for consideration. These may arouse interest or stimulate development of even more ideas on the part of both teacher and student for a valuable independent study program.

1. Peer tutoring for students from less advanced classes in the school.
2. Serving as group leader and teacher's aide for more individualized activities in a less advanced class.
3. Assisting a FLES teacher and learning to direct parts of the lessons*
4. Providing seventh-grade students in a school where there is no FLES program with an introduction to foreign language learning activities.*

---

* For help in arranging activities, call the foreign language coordinator or the foreign language utilization teacher at WETV

Independent Study (continued)

5. Preparing tapes, visual aides, game adaptations, and other instructional materials, then trying them out with less advanced language students.
6. Devising a series of short culture capsules and map studies and presenting them at regular intervals to a less advanced class.

Such "quest" type activities could serve to motivate a student to develop his language abilities as he feels responsibility to others in the communicative skills. The multi-directional endeavors may indeed provide a sense of personal satisfaction beyond the completed plan of study itself.

Grouping for Student-Centered Work

Teachers are humorously accused of being the most talkative creatures on earth. Enough truth in that statement prevails to cause us some concern. We know that teacher talk is not considered the best procedure for learning; therefore, it behooves us to check the amount of time we ourselves consume in discussion while students remain silent. We can note the interaction readily enough by spot recording a class session from time to time. We shall certainly hear much repetition and question-answer response; our methodology is geared to those. But will we find opportunities when students speak without the direct stimuli from their teachers? These won't happen, at least not in French, unless we arrange class activities to provide time and flexibility.

Even lacking the ideal, individualized study packets or work units, teachers can schedule 10 to 15 minute slots several times per week to permit students to work in groups of two, three, four or more on small tasks.* The change of pace and the focus on student-centered activities prove to be tremendous motivation factors in themselves, in addition to other values of the assignments. The latter can entail great variety within the range of horizontal learning, chances to apply what has been studied in original recombinations or chances to strengthen skills. Perhaps the finest rationale of all for group work is that the lockstep is broken; not everyone does the same activity at once. Then students have something different to share with colleagues, though all were together in the same class.

Skits come to mind as a splendid group project. Writing scripts, planning props or staging, and review of language with appropriate gestures: these are all valid supports for playlets; student interaction is tremendous. Although at times it may be fun to have everybody participating in skits, we teachers may ofetn find it more appealing to have different types of activities running simultaneously, some for later class presentation, some for individual improvement.

---

* For most activities the teacher will need to designate the groups according to the type of assignment. In some cases only one or two groups would be working apart while the teacher would continue to practice with the remainder of the class. Although bright students may need more opportunities to perform individualized tasks, all should be provided numerous occasions for the different kinds of activities; weaker students should not constantly be doing remedial chores since they perhaps need the motivation of variety beyond the others. As often as possible, these slower students should be mixed in groups containing one or more keen individuals who then can serve as peer helpers. The teacher would vary groupings for each activity. This would produce greater student interaction in general and avoid establishment of cliques.

Grouping for Student-Centered Work (continued)

While one group is preparing a skit, others might be involved in activities like these:

1. Designing and preparing materials for a bulletin board on a cultural aspect, complete with French captions (Levels II, III, IV); preparing a bulletin board on the next dialog (I).
2. Preparing a short narrative in French utilizing past dictionary-page items to read to the class for comprehension and vocabulary review. This could be read completely first and then reread with blanks for members of the class to supply the key words. (II)
3. Reviewing verb forms orally in short sentences when cued by changing subjects. One who excels in this, or an A-contract student, might serve as leader. This peer teaching might be used as preparatory for a test or for a quick drill presentation for the class. Other structural items might be substituted as needed. (I,II)
4. Drawing up a dialog in English on a topic of class interest which is not covered in the book, having the teacher supply the French, and then learning the parts for class presentation with props. (End of I) This would be a welcomed opportunity for pupils who think the book's dialogs are not relevant enough for their taste.
5. Preparing a résumé of a selection and answering oral questions on it so that the whole class will not need to read that particular selection. A practice of any new words should also be given. (II)
6. Making out a practice test for use by the class on recently studied material. (I,II)
7. Writing a recombination narrative for comprehension review or reading by the class. (I,II)
8. Reviewing a reading selection by rewriting its key elements in dialog form for class presentation. (II)
9. Learning dialog lines. (I) A lead student can assist by peer teaching of others who need extra practice.

Grouping for Student-Centered Work (continued)

10. Practicing with a tape under the guidance of the teacher or a lead student. (I,II)

11. Transforming a dialog into a narrative. (I,II)

12. Preparing a group discussion of a reading selection so that the class will not need to read it, but asking general questions to the class afterwards for review of key points.

13. Personalizing conversation with the teacher on a theme recently studied. (I,II,III,IV) This session may provide one of the best occasions for free commenting in more than a single statement, especially fi questions remain open-ended.

14. Listening to a taped story or talk and practicing making notes in French .. (II,III, IV) This can be followed by group discussion or summary through use of notes.

15. Viewing a filmstrip with coordinated tape. (II, III, IV)

16. Taking a practice comprehension test from a tape. (I, II, III, IV) Other types of practice tests could be substituted as needed; the material might be presented on a handout instead of on tape.

17. Listening to taped music typical of some region. A brief commentary on the composer or selections might be provided also on tape or on a handout. (I,II, III, IV)

18. Looking at a series of one artist's pictures and hearing a taped commentary. (I, II,III, IV)

19. Viewing a short filmstrip (or perhaps a series of related photographs), and preparing a suitable dialog. This could then be presented to the class. (I, II, III, IV, depending on selection's potential difficulty)

20. Preparing a culture capsule with visual aids which can be offered to the class. (II, III, IV)

21. Making visual representations to accompany French proverbs for display. (I, II, III, IV)

22. Drawing a city plan, with a plaza in the middle, to be used in teaching directions and working out a sample set of directions to initiate the class practice. (I, II)

23. Reading aloud the roles from a short play. (III, IV)

24. Working up a group discussion on some custom or traditional observance for class presentation. Comparisons and contrasts with our way of life might also be identified. (II, III, IV)

25. Preparing and taping a newscast based on current events in the French world. (III, IV) This could be played in various classes or heard by groups.

26. Investigating the political leadership in the French -speaking world through current news magazines to provide a brief oral report. (III, IV)

27. Preparing a series of commercials with pictures of products (II, III, IV) to be announced individually diring coming lessons as the teacher changes from one activity to another. This can provide great humor for the whole class.

28. Drawing up a set of items for the class to use in a game; for example, baseball, twenty questions, What's My Line? or Who am I? (II, III, IV)

29. Formulating a scene, given a collection of objects which suggest a theme. (I, II, III, IV) This can be related to the class with the visual cues or dramatized in dialog form.

30. Playing French Scrabble, Bingo, or Dominoes. (I, II, III, IV)

31. (For a musically talented group) Rehearsing and taping a medley of songs with accompaniment for class enjoyment.

32. (For students interested in dancing—two or three couples). Learning the basic steps to a popular French folk dance and rehearsing them with a record in order to demonstrate the steps for the class.

33. Preparing "sales pitches" to "sell" certain items to the class, describing the articles, their uses, their values to the "purchases", and their cost.

Obviously, such a list could be infinite in the hands of an imaginative teacher. Each of these items also has the potential of great variety in actual subject matter and approach by students; few would turn out to be alike even if all groups did them. This very fact of difference adds spice to the activity, allowing for individual pride in sharing something of self with the group and/or class.

Particular Problem: Reading in the Second-Year Class

After the lively, active, varied first-year foreign language course, why does second year often become the drop-out trap? One of the major reasons may be over-emphasis on reading. Teachers see the mass of material available and seem to feel impelled to plow through all of it. No crime would be committed if some of the selections happened to be omitted! After all, reading is supposed to receive only approximately 30% of the time with 30% used for oral work, 30% for listening comprehension, and 10% for writing.

Adherence to this time arrangement in itself can reduce the danger of too much sameness of class activity. In the past some teachers have dedicated whole periods to reading (exercises), excusing this by considering questions and answers as elements of hearing and speaking too. No matter how interesting the reading sleections, this same format can only evoke boredom. Variety of treatment must be utilized or some of the reading will simply have to be skipped in favor of other activities.

Foremost to be remembered is the fact that reading at this level should not be content oriented, but should be comprehension skill oriented. The information may be both interesting and appealing; but for the student to remember the details is insignificant compared with his developing the skill of reading for general understanding.

Following up each reading selection with questions can be deadly. Why not offer variations?

1. The teacher might call out a question and have the students read silently to find the answer. Then the student who finds the answer asks the next question.
2. Groups might read different selections and offer short summaries orally for the class.
3. (From an assigned narrative) A group might devise a dialog for class presentation.
4. Groups might read different selections. Two teams might be named with a representative from each group. The teacher could ask a series of simple questions, skipping from selection to selection. A team member who read the particular selection would answer; if he failed to do so within the time limit, one in the audience who read that selection could respond, giving a half-point credit to the team of his choice.
5. Pairs of groups might read a selection, one group getting down its own questions to ask the other, which would attempt to anticipate possible questions and prepare for them. Rules could then be reversed with a second selection.

6. The teacher or a student could call out key words from a selection read by the class, having individuals make comments about the words as related to the piece, thereby together giving a short oral review of the major points.

7. Two groups might read separate selections while the teacher and class deal with another activity or reading selection. Then each group would present its material to the class in the following way:

    1. each member would give a 3 or 4 sentence summary of his segment,
    2. the class would skim that portion,
    3. the group member would repeat his paraphrase,
    4. a class member could then add a comment if he felt something important was omitted,
    5. and then the other portions would be handled similarly one by one.

8. Perhaps more valuable would be the use of some of the reading ideas or themes out of their context to inspire related but more personalized oral work or written work. This horizontal technique might also include comprehension practices prepared by the teacher or preferably by certain pupils. Such 2-to-3 minute talks would allow for varying opinions or parallel experiences, all more appealing because of the acquaintance with the live speaker.

Reading, yes! But to develop comprehension skills and as a source for variety, not for content as an end in itself.

Suggestions for Out-of-Class Activities

1. Encourage students to bring in realia. Be sure to display their goodies and comment favorably on them during their class period!

2. Assign minimal, but precise, homework lessons to lower-level classes. Do not ask students to do work that can better be handled in class. Do follow up in class the next day with activity based on any assignment. Do have extra short practices dittoed and available on various problem areas for those who request them or for whom you suggest their benefit. This procedure provides for more individualized help. (If you maintain a copy with answers, students can then check their own work.)

3. Schedule groups to prepare bulletin boards on advanced units so that students can participate in keeping their room attractive and varied, a foreign language "cultural island."

4. Maintain a section of a bulletin board for newspaper clippings, recipes, cartoon, etc. related to the foreign language world.

5. Prepare with students special displays and observances for Foreign Language Week and/or an assembly program to draw attention of the whole student body to the language program.

6. Hold periodical French club meetings to develop student leadership and cooperation through preparation of informal, colorful programs to appeal to all. If possible, separate students into a French I club and an advanced-level club so that the latter can have most of its activities in the language; also you can invite members of each group to present a highlight from their meeting at the other's session from time to time.

7. Arrange field trips for classes or club members to dine at a French restaurant, to attend a cultural event, to visit a locale about which they can converse in the language, etc.

8. Set up a tape exchange with a foreign language class in another city to stimulate interest in shared activities and student performance.

9. Establish pen pals for interested students who can then keep the class posted on their correspondence.

Suggestions for Out-of-Class Activities (continued)

10. Have students work on special projects of their own choosing (perhaps from a basic list of suggestions you provide plus their additions) which could be presented to the class at intervals during the year.

Rapport Building

Every year teachers have some classes that seem to work together better than others.

"Third period just makes my day," one will say, or another, "Sixth period is such a let-down after my wonderful fifth-period group."

What accounts for this variation? Since the teacher is the same and the subject matter is similar, our answer seems to be the students; they make the difference. Each student tends to play his own role in building class rapport. This harmonious relationship in learning is more than basic discipline and control; in fact, unless we consider those two terms in the light of students' self-discipline and self-control, they hardly fit the concept of rapport.

Can teachers really do anything to foster rapport, or is it somethink elusive which may or may not grow? An analysis of that wonderful third or fifth-period class may give clues. Probably present are conditions like this:

1. Each student feels recognized and appreciated by the others. The teacher may have arranged the class in a horseshoe seating design or a semicircle so that everyone can see and hear others with ease.
2. Students are equally free to ask questions, supply answers, or express individual opinions. The teacher has turned to each for comment at regular intervals, thereby showing sincere interest in everyone's participation, not just in his own role as leader.
3. Answers vary at times with individuals so that each feels that he is really adding something to the class. The teacher asks open-ended questions whenever possible to strengthen this aspect.
4. Humor and originality are rewarded with laughter and commendation. The teacher supplies his own share of both, approval which elicits more.
5. Mistakes are not deflating, but are considered trouble spots for added class attention. The teacher permits the whole class to participate in reviewing error correction, thereby relieving the individual makeing the mistake from feeling that he alone does not know. This face-saving technique reduces embarrassment and allows concentration to focus on learning.

Rapport Building (continued)

6. Students understand why they are doing certain practices or activities and what benefits they are aiming to gain. The teacher identifies the objectives, helping the students in the self-evaluation process. He provides additional time, materials, and aid to encourage the students to reach these objectives for themselves.

7. A spirit of helpful fellowship exists. The teacher arranges time within the period for pairs or groups to work together, to help each other, and to enjoy shared efforts. By removing himself from the dominant position, the teacher allows the students to bear part of the responsibility for successful endeavors.

8. The room features different displays, representing the material being studied and the contributions by students, giving the class a feeling of belonging. The teacher has various groups prepare bulletin boards, mobiles, and table arrangements, knowing that their efforts make this their classroom.

9. Students volunteer, showing their interest and willingness to become involved. The teacher knows his students as individuals and plans situations to produce their reactions as individuals.

10. A feeling of anticipation hangs in the air. The teacher always has at least one "pink" activity in mind, something to add sparkle and color to the class session through a slightly different approach to learning, a kind of "happening" to recall pleasantly after school.

Such efforts can indeed create class rapport. Just as a smile is catching, the teacher's awareness of others and their need for identity can spread too. Those foreign language names become alive as interaction leads to acceptance of one another, then providing greater desire for communication.

Use of Electronic Classrooms

Few events appeal to a teacher more than that of having all students actively involved in learning. This condition does not exist consistently within a class period since some minds turn off or simply wander as responses from certain classmates are awaited. Lab time, however, is a different proposition. Everybody gets into the act! Each student can listen and respond every minute of the session.

Choral practice in class is valuable since the teacher can employ backward build-up to aid in developing full-sentence repetition, can pause to concentrate on difficult sounds, can slow the pace to achieve accuracy before insisting finally on normal speed. This time also is used to insure comprehension of meaning. However, after this initial work is done, the lab is the palce for real learning, for gaining proper intonation and pronunciation. Extended additional choral work may lead to overconfidence and flubbiness as voices blend, but the lab demands articulate practice, heard in the individual's own ears.

Also obvious is the fact that the native speaker on that tape can remain constantly a good model while even the best teacher will tire, losing some of his sparkle, under the continuing endurance test of repetition. The cue is then to shorten the teacher drills and cut on the tape. Segments can simply be replayed as needed.

Teachers sometimes seem to resent the loss of a minute or two for students to get to their headsets. This is about as ridiculous as deciding to walk five miles to work, leaving a five-thousand-dollar car in the garage because opening the garage door is a lot of trouble. That expensive electronic equipment will suffer from disuse comparable to the car. The investment of school money for technological aid must be used for the benefit of the children! What teachers think of as disruption of class routine with changes in desk arrangements may even be wholesome physical movement for young people who have already sat too long in classes!

Use of lab facilities should be planned everyday for 10 to 20 minutes for first and second-year classes. Advanced-level students will need fewer lab sessions since their pronunciation will require only occasional remedial work. They should, however, be provided use of the lab from time to time as a refresher in intonation patterns. They also can benefit from comprehension checks done by various native-speaking voices; they need the experience of hearing many speakers, not just their teacher and classmates.

Atlanta schools are fortunate in having electronic facilities available to every foreign language class for at least a part of each period. Use of the equipment will be more extensive if teachers set up an automatic half-period shift schedule rather than make week-to-week arrangements. Here is a simple time plan, for example:

Period 2	(10:30-11:20)
10:30-10:55	Class A in lab; Class B in classroom
10:54	Class B pupil gives lab teacher signal
10:55	Two classes exchange with students waling silently to the right to avoid confusion in the hall and entries.
10:56-11:20	Class B in lab; Class A in classroom.

Since having the classroom session before lab is preferable. the two teachers should rotate their half-period use of the lab at the middle of the quarter. The teacher with the lab first must prepare the day before for the lab work; he may need to use the opening minutes to refresh the students' memory too. Half the period will not be used for lab work anyway. More than about 20 minutes may even be detrimental because insufficient time would remain for other phases of the lesson and students would become weary since lab work is so intensive. No play or lackadaisical attitude can be tolerated during the lab session. The importance of the period must be impressed upon the participants.

What is most essential is that the recorded material be an integral part of the lesson. Preferably, it should be an actual accompaniment of the textbook. With extra channels on the console, the teacher can provide the type of practice needed to individuals rather than force all to respond to the same tape. Playing the same lesson to an entire class is failing to take advantage of the equipment's potential for individualizing instruction. Selection is made easier for the teacher by the short cassette segments and tapes divided into smaller units. Generally, students should not follow textbooks or other printed materials in the lab. When they do, they tend to depend on their eyes rather than their ears. If the recordings are not well arranged, however, sometimes referring to the text will be required. Extra preparation in class with difficult parts can remedy this situation.

The teacher must monitor student responses to evaluate, to encourage, to make corrections, and to diagnose common errors for further emphasis in the classroom. If the mistake made is minor, interruption may not be necessary since the student may correct himself as the drill continues; besides, the student would miss a portion of the exercise while being corrected. The student ought to be corrected immediately if continuation would establish a bad form.

Evaluating in the lab everyday should be expected. Students work more conscientiously when they realize that their efforts are significant. Although one response is indecisive, the large number considered throughout the quarter can give an accurate appraisal of oral performance. This composite evaluation should be equated with big tests because it represents a most important area of the work. The major strength of the lab facility is that it allows all students to speak simultaneously many more times than would be possible in the regular classroom. Although the teacher can mark only one person at a time, as he becomes more adept in the lab, he will find that he can hear and evaluate more responses in the lab than he could possibly manage in the classroom. Grades, by the way, should be considered from the "satisfactory" level up or down, not from perfect and down.

A seating chart is necessary. This avoids confusion on entering the electronic classroom. Students can then go promptly to their places and begin without delay. The teacher should have his material marked and ready to put on the console so that work can begin immediately. Efficiency on the teacher's part is conducive to proper procedure.

The seating chart, if divided into blocks per pupil, can double for grading as well. The scale (something like this: 0-superior, 1-good, 2-satisfactory, 3-poor, 4-unsatisfactory or no response) should be visible for rapid reference. If the teacher is neat, he can probably use one chart for a month or more. The basic outline can be mimeographed for all foreign language teachers; each can fill in names, etc. per class assignment. Class sheets can be stapled together in the left-hand corner, folded left to right for convenience, and taken to the lab with the teacher's manual or text. They must not be lost! Disturbances, or discipline problems, are lessened by planned arrangement of seating. Placing girls between boys or quiet pupils between rambunctious ones is a good idea. The arrangement need not be varied unless the teacher feels that moving a student is advisable; in such case, a simple reassignment should be made after class without fanfare. Since lab work is not designed for interaction of the students, they should not choose their seats in the lab.

Actual testing in the lab is limited. Multiple-choice comprehension tests may be the best procedure. If test items are spaced properly, students can write short answers or fill in blanks. Totally oral tests are impossible without recorders. At times, however, the teacher may want to utilize lab time for short individual conversation tests. He can then assign a lead student to the console to monitor and assist (but not to grade!), thus permitting the teacher to chat with individuals. With his questions already prepared in a list, the teacher can elicit an adequate number of responses from a student within a minute or two; during several successive days he can arrange to do his oral testing of the whole class.

Needless to say, all lab work should be done in the foreign language. Materials taped by native speakers are more suitable, but special exercises to meet particular needs can be very advantageous even though recorded by a non-native. The main point to remember is that the lab serves best to perfect through drill the items already presented in the classroom. Completely new elements should not be offered in the lab. Students should know exactly what is expected of them in advance so that they will proceed to practice with confidence and to benefit fully from the time spent.

Not to be forgotten either are the definite advantages of the lab for the teacher. He can rest his voice and listen to evaluate thoughtfully his students' oral process!

Evaluation of Student Performance

"If only we didn't have to give grades!" is the frustrated cry of many teachers. We know that some students will show up badly when compared with others in the class; then they will lose their sense of pride in what they have learned, beginning the downward journey to defeat. Our colleagues in educational psychology bluntly tell us that grades are our most vicious act.

We attempt to improve in what our schools still consider a necessary evil by being sure that we "test what we teach," that we avoid "throwing students curves" on tests. Even so, we recognize that some pupils cannot absorb or implement what has been presented at the same rate as others; given more time and practice, less pressure, they can achieve satisfactory results.

How can we remedy this condition? Here are a few thoughts for consideration:

1. Test less; evaluate more! We can discover weaknesses and strengths if we provide ample oral practice in class. Since oral work is much faster than the written form, we can give far more extensive experience with problem points before we attempt to grade performance.

2. Many short written check-ups on specific items can help students identify for themselves what points they need to concentrate on more. Then testing for credit on these can be administered when both teacher and student feel ready; no rule prevents a teacher from allowing students to take minor tests at different times, and the grade book shows quickly which quizzes are still outstanding. More flexibility in scheduling tests can provide some students with the extra time to learn; they can feel more responsibility for the study because they have some choice in the matter. This procedure fits beautifully with the idea of performance objectives, our master outline which lets students know precisely what it is they are to learn.

3. Why should we not revamp our testing system if we believe that it has been defeating to some in the past? On the upper end of the pyramid, is there any reason why we can't allow better students who can manage anything we dish out to contract for their "A's" by submitting to more complex testing?

Again, our educational psychologists remind us that challenge and competition (which should be competition against one's own potential, not others) is rewarding only to those who think they can succeed with it. Then we can let them make that choice for themselves through contracting for the more difficult assignments and tests.

4. Our tests at best meet only about .4 validity, according to experts in tests and measurments. We simply do not have the time or the experience to become very precise in this area; more time is needed for teaching and we are not willing to use it excessively for preparing scientific tests. Then knowing these things, we should not overrate our testing program! For us tests should be mainly a way of diagnosing where we need to strengthen our teaching.

5. Our aim is to keep students moving forward. If our tests only shake students' confidence, making them believe that they have learned very little, then we would be better off not to give them at all. Everyone feels that he could help a student learn more of a foreign language if the student returned for another year of it. Perhaps that fact should be foremost in our thinking so that we do not test people right out of the program.

Some Do's and Don'ts in Testing

1. Do let students know what types of items will be included on the test. Do give practice with samples in advance so that students can evaluate their own readiness.
2. Do present instructions in English unless you are absolutely sure that everyone will understand; don't permit students to become up tight for fear of doing the wrong thing.
3. Do provide many short item tests on different particular skills during the quarter, keeping the skills in proportion to your emphasis for the level.
4. Don't give numerous full-period tests, but when you do, measure all four skills and include something on culture too, whenever appropriate. Do be sure such a test is a worthy, positive experience, meriting the valuable time it consumes.
5. Don't say lines like these: "Pay attention now! This is important because we are going to have it on the test." "All right, if you don't want to pay attention, we'll just have a test on this." Don't use tests to threaten. Dependence on tests and grades as motivation lessens the value of learning per se.

Some Do's and Don'ts in Testing (continued)

6. Do begin tests with the simplest items and gradually proceed to the more difficult ones.
7. Do test what has been taught, including simple recall elements as well as rearrangements of pre-learned material.
8. Do avoid tongue-twisters and absurdities, but do deal with problem sounds and structures.
9. In setting up multiple-choice items, do include at least one distractor, two plausible but incorrect items, and only one, unambiguous, right answer.
10. Do present, when appropriate, a couple or so of examples of open-ended questions to allow for at least some individuality.
11. Do help students to feel a sense of personal responsibility for their own work.
12. And do smile and look relaxed! Don't transfer tension by appearing so dead serious about your test! This won't be your last chance to provide a test or theirs to take one.

Suggestions on How to Use a Film

1. Good film utilization requires prior activities
    a. Difficult words and expressions are thoroughly drilled in advance, preferably with the help of visual aids such as slides, overhead transparencies, pictures or filmstrips. (In some cases the film producer makes a tape available for this purpose including not only the sound track but supportive drill material.) Essential structures should be drilled for rapid and easy student recognition; this will tend to minimize student discouragement as the class views the film and listens to the sound track.

   b. The content of the film can be dealt with in advance by drawing the student's attention to the main points of interest. This may be done by presenting the highlights of the film through a series of appropriate questions and answers. Some films can be used several times by drawing attention of different areas of content during each showing. Also, by alerting the students in advance to certain aspects of the foreign culture, you can be assured that they will see things that they otherwise would miss. (For example, in a luncheon scene you may point out that the fork is held in the left hand, a fact which otherwise might not be noticed.)

2. Techniques for presenting the film are these:

   a. Make certain that maximum room darkening is achieved.

   b. Have as large a screen as possible available.

   c. Obtain the best possible quality of loud speakers. (Best results can be achieved by having large, high quality loud speakers located in front near the screen. Also, in many language laboratories it is possible to jack the sound track in through the console so that the students may hear through their headsets while turning down the volume of the student microphone. This provides maximum quality of sound while minimizing the machine noise.) Ideally, all motion pictures would be projected through a glass partition so that the noise of the projector would be reduced to a minimum.

   d. Short films can be shown twice in succession to enable the students to verify the impressions gained during the first showing.

3. Activities which may follow the showing of a foreign language film are:

   a. The teacher may administer a short quiz using true-false, matching, or multiple-choice questions.

   b. The film may be run with switch on silent and the students may be asked to take brief notes in the foreign language describing some of the main impressions which the film conveys.

   c. The film may be run with the switch on silent and students may be asked to provide a narration which they record on tape. (Naturally this requires a laboratory with student recorders in all positions.)

   d. The students may be asked to write a short composition in response to a series of questions which the teacher asks orally.

   e. With films on the foreign culture and way of life, students may be asked to list behaviors which contrast sharply with those with which they are familiar in the American culture.

   f. The students may be asked to write a brief summarization of the storyline or content of the film.

NOTE: The type of follow-up which is intended should be carefully explained to the student before work with the film is begun. It should be strongly emphasized that the film is an integral part of his instruction and not "a day off at the movies." The teacher should have decided very specifically what the film is supposed to accomplish and should communicate this fact to the students. Ordinarily, a film should have one or two main purposes. According to the nature of the film, the focus may be any one of the following: (1) to study the customs of the people, (2) to stimulate appreciation of people whose language is being studied, (3) to consider the effect of geography on the social and economic conditions of the people, (4) to provide listening practice, (5) to build new vocabulary or to reinforce prelearned vocabulary items, (6) to present new structures or to reinforce prelearned structures, and (7) to stimulate other activities requiring active use of the language, such as speaking or writing exercises.

Generally, the teacher should not try to combine all of these objectives in one film. It would be much better to select a few of the activities which are most appropriate for a given film. Most important, the student should know in advance on which objectives the teacher has decided to focus.

4. Films with English sound track can be used as follows:
   a. The film can be viewed first with the English commentary.
   b. The teacher can then show the film silently supplying a foreign language commentary.
   c. In advanced courses students can be supplied with basic vocabulary and can create their own commentaries which, in some cases, can be taped and played back in coordination with the film showing.
5. Basic considerations for using all fims are these:
   a. All films should be previewed in advance by a teacher to determine suitability and manner of utilization. (A teacher in the area of business education once ordered a film on filing for her girls in an office practice class only to find that the film was intended for industrial arts and showed the techniques of using different files for metal and wood.)
   b. Films which reinforce enthnocentric prejudices should be avoided.

   (Note: Many films are available from both the city and the state audio-visual departments. Consult catalogues. Additionally, a list of films is included in the appendix.)

Accountability and Foreign Language Teaching

Much has been said and written about accountability in recent educational programs. The pro's and con's of its implementation will continue to be debated all the way from the national convention platforms to the local teachers' lounges. Even through the maze of verbiage, we foreign language teachers can sift pertinent philosophy to apply to our own endeavors.

1. First, we recognize that our prime responsibility is to our students. Although foreign language is our field, the subject matter itself has to be secondary to the individual's development via this medium.
2. Certainly we intend to see that every student has a more positive attitude toward foreign language after studying it than he had before the opportunity to attend our classes!
3. "Every kid a winner" can be the case when we emphasize individual progress instead of applying normal curve tactics or insisting on unrealistic goals.
4. Perhaps we in our foreign language frame of reference can find accountability more tenable than can some other curriculum areas since we can identify rather precisely the skills we are attempting to develop. We can, through our performance objectives, which are a kind of criterion base for evaluation, determine specific results in the learning process.
5. We can diagnose weakness and "recycle" the material; our methodology calls for regular reentry.
6. With our electronic classroom equipment, we can arrange for extensive individualized practice. The lab lessons can be geared to individual needs, allowing remedial work for some, horizontal learning for some, and even new or advanced work for those who demonstrate readiness.
7. By assigning different activities to small groups, we can avoid too much teacher talk and permit more student action. Such work we have intended to do anyway to meet our reinforcement and recombination needs. At the same time we can see that these assignments fit demands for individualization plus building in opportunities for peer teaching.

8. When the accountability experts speak of the fact that all testing does not have to be with pencil and paper, we emit a resounding "amen" because we are accustomed to evaluating oral responses. This, however, is a reminder to us not to overrate written work, but to see that our grades reflect our audio-lingual emphasis parallel to our classwork and to our guide's flow chart on skill development ration per level.

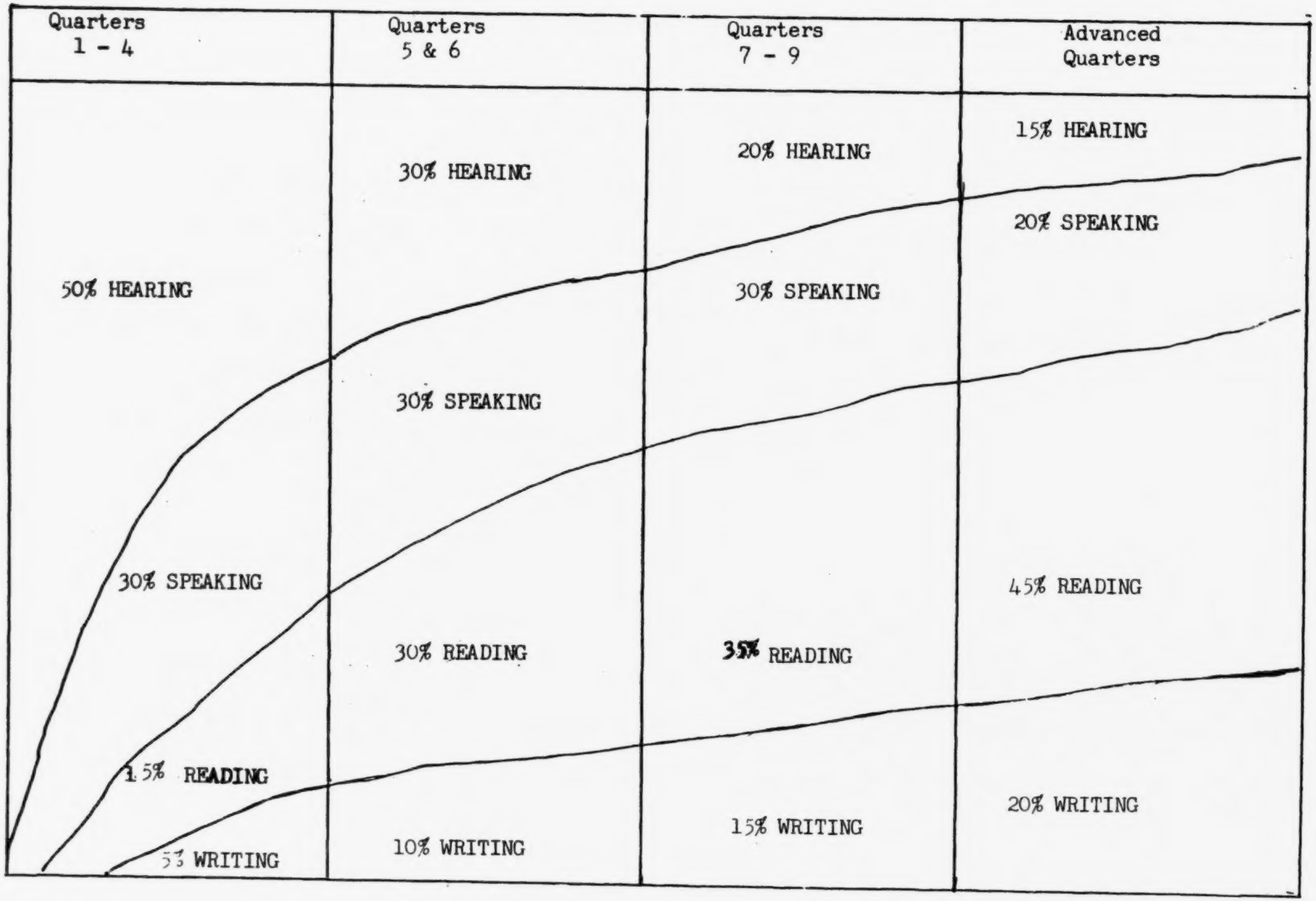
9. We may feel qualms at saying "If the student does not learn, the teacher fails the course," but we do utilize a variety of techniques to accomplish our task of facilitating the learning. We even employ specific techniques to avoid a student's embarrassment, to supply many correct answers giving him additional means for catching on!

10. Relevance is one of our strong points. Our dialogs deal with current topics suitable to the maturity and interests of our pupils. Readings include variety. Perhaps we need to allow more students' selection to assure their involvement and to provide more personalization even if that forces us to skip some stories; nevertheless, much material is available to us to permit a high degree of relevance.

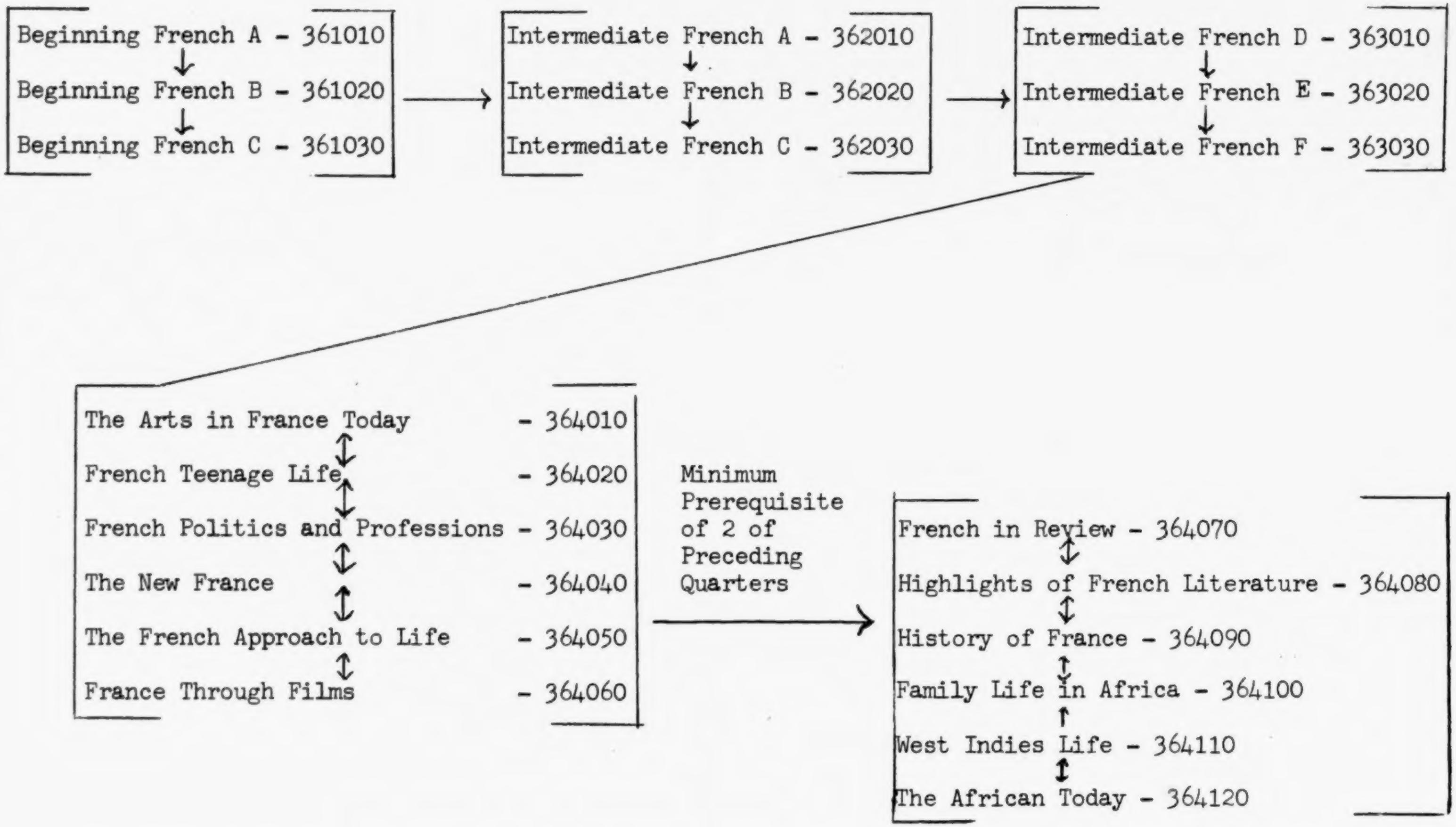
    We can even provide those educational "happenings" which Dr. Leon Lessinger, the father of accountability, includes to insure aesthetic growth beyond all the audited objectives. Our inviting native speakers to visit class gives youngsters the language for real, complete with cultural moves and gestures. Field trips to French restaurants or to programs by artists add color and dimension. Yet we consider these only basic essentials in our efforts toward cultural awareness.

This enumeration shows that we foreign language teachers can afford to stick our necks out and to hold ourselves accountable. We have the chief ingredients for success. Our program is already developed consistently; we just need to focus our attention more on what is resulting from the student's standpoint. In the final analysis, we agree that it's their performance that counts!

FLOW CHART OF THE PROGRESSIVE DEVELOPMENT OF THE FOUR SKILLS



FLOW CHART OF FRENCH COURSES


Beginning French A - 361010
Beginning French B - 361020
Beginning French C - 361030
Intermediate French A - 362010
Intermediate French B - 362020
Intermediate French C - 362030
Intermediate French D - 363010
Intermediate French E - 363020
Intermediate French F - 363030
The Arts in France Today - 364010
French Teenage Life - 364020
French Politics and Professions - 364030
The New France - 364040
The French Approach to Life - 364050
France Through Films - 364060
Minimum Prerequisite of 2 of Preceding Quarters
French in Review - 364070
Highlights of French Literature - 364080
History of France - 364090
Family Life in Africa - 364100
West Indies Life - 364110
The African Today - 364120

For independent study courses use the most appropriate of the above numbers, indicate on the permanent record that it was done by independent study, and file with the department chairman a brief description of work done.

French - Suggested Contents for Quarter Courses

Beginning French A - 361010	Preliminary and Units 1 - 3	Ecouter et Parler (1968 edition)
Beginning French B - 361020	Unit 4 - 8	Ecouter et Parler (1968 edition)
Beginning French C - 361030	Unit 9 - 13	Ecouter et Parler (1968 edition)
Intermediate French A - 362010	Unit 14 - 16	Ecouter et Parler (1968 edition)
Intermediate French B - 362020	Chapters 1 - 3 or Chapters 1 - 3	Parler et Lire or Chez les Français
Intermediate French C - 362030	Chapters 4 - 6 or Chapters 4 - 6	Parler et Lire or Chez les Français
Intermediate French D - 363010	Chapters 7 - 9 or Chapters 7 - 10	Parler et Lire or Chez les Français
Intermediate French E - 363020	Chapters 10 - 12 Premiere et deuxième parties	Parler et Lire or Ce Monde des Français
Intermediate French F - 363030	Chapters 13 and 14 Troisième et quatrième parties	Parler et Lire or Ce Monde des Français
Advanced Quarters:		
The Arts in France Today - 364010	selections from Lire, Parler, et Ecrire	
French Teenagers and Teenage Life in France Today - 364020	selections from Lire, Parler, et Ecrire	
French Politics and Professions - 364030	selections from ALM, Level III	
The New France - 364040	selections from ALM, Level IV	
The French Approach to Life - 364050	selections from La France: Une Tapisserie	
France: A Film Introduction - 364060	selected films from Je Parle Francais	

Materials, Resources, and Equipment for each French Classroom and Department

- I. Essential for each classroom
  - A. Basic texts:

  - B. Teacher references and resource materials
  - C. Tapes and prepared tests
    - 1. Tapes to accompany text (Available from Service Center)
    - 2. Tests to accompany texts (purchased by individual schools)
  - D. Appropriate reading materials for students
  - E. Maps
    - 1. France 2. World
  - F. Equipment
    - Tape recorder
    - (30 position electronic classroom highly recommended)
  - G. Supplementary Materials
    - 1. Appropriate visual aids, such as flashcards and display photographs; set of 18 filmstrips with tapes; French name cards; song booklets and records, Ecouter et Chanter.

- II. Essential for each department
  - A. Reference books for teachers:
    - 1. ALM III, IV, Teacher's editions
    - 2. EBF Je Parle Français - teacher's edition
    - 3. McGraw Hill - Learning French the Modern Way, teacher's editon
    - 4. Other useful reference materials (see appendix)
    - 5. MLA selective list of materials
  - B. French dictionaries
  - C. Appropriate pamphlets, magazines (see appendix)
  - D. Appropriate audio-visual aids, including filmstrip
  - E. Record player and projectors (overhead, film, and filmstrip)

- III. Highly recommended for each classroom
  - A. Electronic classroom with 30 positions
  - B. Teacher's editions
    - 1. McGraw Hill - Learning French the Modern Way
    - 2. Encyclopaedia Britannica - Je Parle Français

- IV. Highly recommended for department
  - A. Supplementary tapes
  - B. Additional reference books for teachers
  - C. MLA proficiency tests

An Outline for Integrating Afro-French Literature and Culture in the High School Curriculum

Using the current guide for teaching French in the public schools of Atlanta, one can easily and effectively integrate Afro-French literature and culture into the high school French curriculum at the following levels:

- Intermediate French A

Objective: (to objectives listed under Intermediate French A add:)

13)to locate on a globe or map of the world those countries and territories of Africa and of the West Indies where French is spoken.

Approach

After the students are able to locate France on a map and are familiar with it as a geographical unit, the teacher introduces them to those countries and territories of Africa and the West Indies where French is the official language.

Aids and Techniques

At this level the teacher makes use of specially selected visuals—slides, post cards, posters, filmstrips, transparencies; a film on the geography of Africa, and a map or globe that clearly indicates the political divisions of Africa and the West Indies. These should be in French if possible. In selecting visuals to be used in class the teacher should avoid the exotic and bizarre. The teacher will need to have ready access to the following projectors:

overhead projector
slide projector
filmstrip projector
movie projector

Afro-French songs and recordings may be used to stimulate interest.

- Intermediate French B: (to objectives listed under Intermediate French A add:)

Objective

15) to learn the capital cities and important rivers and seaports of French-speaking countries of Africa and of the West Indies.

Approach

Same as used in Intermediate French A.

Aids and Techniques

Same as Intermediate French A.

Intermediate French C

Objective : (Under objectives already listed for the course see)

2) to read with more facility in understanding

Approach

Now that the students have been introduced to the geographical and political dimensions of francophone Africa and the West Indies, the teacher guides them in reading simple, short narratives or folktales and poems selected especially for their interest for students of this age group. Attention is paid to cultural similarities and differences--to those traits that are typically African, names of people, places, plants, animals. The teacher makes use of simple Afro-French songs, recordings, and visuals to supplement the works read.

Aids and Techniques

Adequate supply of all works to be read. These should be discussed in the target language rather than translated into English. At this level films involving people may be shown for the purpose of providing an opportunity for the students to see and hear Africans and West Indians actually speaking French. Moreover they will be able to see Afro-French "culture" come alive. The film, "L'arriveé d'Elisabeth" produced by Scholastic Magazines is one example of a film showing an African using French as a native speaker.

Intermediate French D

Objective :(Under objectives already listed for the course see)

2) to read longer selections with more facility in understanding

Approach

The teacher guides the students in a more systematic study of longer narratives, poems, and essays written by French-speaking Blacks which will give them a deeper understanding and appreciation of the civilization and culture of francophone Africa and the West Indies. These readings will include selections on customs, geography, family life, black heroes, music and dance, art, and, perhaps, the learning of African proverbs.

Intermediate French E

Objectives : (Under objectives already listed for the course see)

2 thru 9

Approach

Same as Intermediate French D using longer and more difficult selections. Recordings of African music and brief talks by native lecturers and scholars are utilized to continue to improve the student's audio comprehension.

Intermediate French F

Objectives: (Under objectives already listed for the course see)

1 thru 9

Approach

The teacher guides the students in reading a complete novel or a play and leads them in discussions based on their reading. These activities provide opportunities for continued improvement of the students' fluency in French. Also, native speakers may be invited to speak to the class on customs and institutions of their country.

Suggested Materials for Intermediate French C, D, E, F

Narratives and Tales

Bernard Dadié "La Legende Baoulé," "L'Aveu"
Joseph Brahim Seid "Nidjema l'Orpheline"

Diop Birago "Un Jugement"
"N'Cor-Niébé"
"Maman-Caiman"

Proverbs

(African)

1. Quand la mémoire va ramasser du bois mort, elle rapporte le faggot qu'il lui plaît...

2. Donne ton amour à la femme, mais non ta confiance.

3. Vivre seul et se moquer d'autrui, se moquer d'autrui, de ses soucis comme de ses succès, c'est là, sans conteste, un sage et raisonnable parti. Mais ignorer absolument les rumeurs, les potins et les cancans, cela peut amener parfois des désagréments au solitaire.

4. Lorsqu'il s'agit d'épouses, deux n'est point un bon compte.

5. Ce ne sont pas toujours les porteurs de tam-tam qui sont les bons danseurs:

(Caribbean)

6. Belle femme, beau malheur.

7. Les affaires du cabri ne sont pas celles du mouton.

8. Le chien a quatre pieds, mais il ne peut courir par quatre chemins à la fois.

9. On ne peut pas faire sortir du sang de la pierre.

10. C'est le bon coeur du crabe qui lui raut de n'avoir pas de tête.

Poems

René Maran "Promenade"
"Pays Chauds"

Suggested Sources of Teaching Materials for Francophone Africa

Editions Présence Africaine
25 bis, rue des Ecoles
Paris V^e

Lorraine Music Company
23-80 48th Street
Long Island City, New York 11103

Suggested Reading.	Poems
Diallo Mamadou	"Nous voterons"
David Diop	"Afrique" "Le Temps du Martyr"
Aimé Césaire	"A l'Afrique"
L. S. Senghor	"Aux Soldats Negro-Americains"
Léon-G. Damas	"Limbé"
Jean F. Brière	"Me revoici, Harlem"
	Narratives
Francis Bebey	"New Stanley Hotel 1961" "Le Père Noël de Fanta"
	Novels
Bernard Dadié	*Patron de New York* *Nègre à Paris*
Ferdinand Oyono	*Le Vieux Nègre et la Medaille* *Une vie de boy*

French is the official language, or is one of the official languages, of seventeen African countries. It is often the only common language for Africans who speak different dialects or languages. In the western hemisphere French is an official language in Canada, Haiti, Guadeloupe, Martiniqued French Guiana.

Advanced level courses based on the life, culture and literature of these countries are French 364070, "Family Life in Africa"; 364080, "West Indies Life", and 364090, "The Contemporary African".

Approach

An in-depth study-discussion of the traditional African family based on the reading of selected works written by French-speaking black authors.

Suggested works.	Novels
Camara Laye	L'Enfant noir
Francis Bebey	Le Fils d'Agatha Moudio
	Narratives
Francis Bebey	Le Marriage d'Edda
	Essay
Félix Courtois	"La Femme Haitienne"
	Poems
Leopold S. Senghor	"Femme noire" "Joal"

Life and Culture in the Francophone West Indies

Objective

1. to provide an opportunity to explore more fully the civilization and culture of the French-speaking populations of the Caribbean Islands.

Approach

Same as 407 French

Suggested Reading.	Novels
Philippe-Thoby & Pierre Marcelin	Canapé-vert
Jacques Roumain	Gouverneur de la rosée Haitian Proverbs

The Contemporary African

Objective

1. to introduce the students to the African of today and how he views himself and his country vis-à-vis the Western World.

Approach

Same as French 408

French Department

Course Number- 361010 Beginning French A

Description of Course:

A course to begin the development of the skills of understanding and speaking French. Minimal attention is given to reading and writing. The language skills are developed through vocabulary and structures related to the following topics: names, friends and family, addresses, salutations, and introductions.

Administrative Requirements:

1) A maximum of 30 students - 25 recommended
2) An electronic classroom with 30 positions highly recommended
3) A tape recorder in the classroom
4) A map of France in the classroom; access to a world map and a globe
5) Access to a record player, film and filmstrip projector, and other audio-visual aids
6) Sufficient number of textbooks for the students
7) Appropriate recorded tapes and visual aids for the teacher
8) Daily classes
9) Student practice records recommended

Course recommended for any student who expresses an interest in and a desire to learn French.

Beginning French A

Objectives of Course

The student is able:

1) to discriminate the sounds of French audially
2) to reproduce the sounds of French adequately
3) to imitate native French intonation pattern
4) to manipulate orally French language patterns related to topics studied
   A. to make required changes in structure in pattern practices
   B. to respond appropriately to questions
   C. to ask directed questions
5) to recognize visually selected sentences mastered orally
6) to read aloud a few selected sentences mastered orally
7) to locate on a map countries where French is spoken
8) to recognize that social customs and courtesies are different in various countries

9) to identify appropriate ways of learning a second language
10) On pages T4 through T8 of the Introduction to the Teachers' Manual Performance Objectives are given for each component of Ecouter et Parler, 1968 edition. These should be carefully studied and can serve as a guide for objectives for specific lessons.

Suggested Content

Phonology, Morphology, Syntax, Vocabulary, and Culture as outlined on the following pages

From Basic text
Ecouter et Parler - H. R. & W.

Units **P - 3** (1968 edition)

and other resources and materials

3) Reinforce the learning of the Basic Dialogue Sentence by using the corresponding Question & Answer exercises and pattern practice drills. Use the factual questions suggested in Holt in the conversation section as an extension of the B.D.S.

4) Bring in as many Audio-Visual materials as possible to help stimulate learning especially if Holt dialogue posters are not available.

5) Books should not be introduced until after the pre-reading period (lesson 3).

6) As a framwork for lesson plans the suggested order might include the following patterns: Warmup (This would include materials presented in previous class period) Presentation of New Material, Review (This would include new material) Recapitulation, Supplementary (This would allow time to introduce outside cultural notes of interest or short filmstrips, research study, classroom discussion, etc.)

7) Teacher should serve as a model for student imitation. Taped version is introduced to re-enforce teachers model and to add to the listening comprehension.

8) Refer to the teacher's manual of the Holt series for a complete listing of suggestions in methodology.

9) Use world map to point out places French is spoken.

10) Demonstrate French forms of greetings, handshake, etc.

11) Explain concept of "tu" and "vous."

12) Have students give reports in English on various aspects of French countries, people, or life; make varied resources available.

Beginning French A

Suggested Resources, Materials, Media, Methods, Activities

List of Resources and Materials:*

Ecouter et Parler
    Holt, Rinehart, and Winston
ALM French, Level I
    Harcourt, Brace and World
Je Parle Français
    Encyclopedia Britannica
Learning French the Modern Way
    McGraw Hill
"Why Study Foreign Languages?"
    slides and audio-tape
Pamphlets on vocational opportunities with foreign languages
Foreign Language Learning
(for teacher)
    *See appendix for specific references

Books, pamphlets in English on French speaking countries, culture

Filmstrips with English narration:
    "Une Année en France"
Tape - a Class in France Learning
    English - Holt, Rinehart and Winston
Letter to Parents explaining Foreign
Maps - World
    France
    outline map of world
Films on French-speaking countries
Books in English on French-speaking
    countries and people

Methods, Activities:

1) "Why Study Foreign Languages?"
   A. Have Bulletin Board representing various occupations in which a foreign language may be useful
   B. Include pamphlets in a reading display
   C. Relate current events to language
   D. Invite visitors (French)
   E. Point out French words closely related to English - (revolution, liberte, table, courage, president)

2) Purpose of audio-lingual methodology
   A. Discuss how younger brothers and sisters learn English
   B. Send letter to parents explaining foreign language program.
   C. Point out difficulties a Frenchman might have learning English
   D. Explain purpose of memorizing dialogs, doing pattern practices, listening, etc.
   E. Explain what will be expected of student, type of "homework" and study habits
   F. Give examples in English to illustrate language learning principals. For example, to illustrate the importance of learning sounds before graphic symbols, you might use the words receive, believe, mean, speed, she which have identical sounds but whose different spellings might lead to mispronunciation.

Contents - Beginning French A

Skills & Concepts	Phonology	Morphology
LISTENING:	All vowels, especially, i, u, ou; short and long e, closed and open o; eu All consonants, especially j, r Stress and absence of stress, particularly declarative and interrogative intonation	Verb Forms: 1) Present tense, singular and plural of etre, aller, avoir, (s'appeler, connaitre) 2) Present, 3rd person, singular of faire 3) Er verbs present tense, singular and plural Pronouns 1) Subject pronouns (on, ce) 2) Direct object pronouns le, la, me 3) Emphatic pronouns at beginning of sentence and after "chez" Adjectives 1) Definite and indefinite articles 2) Possessive adjectives 3) Agreement and position of adjectives 4) Interrogative adjective quel for comprehension only Prepositions 1) De and a plus articles dans Adverbs 1) Bien, mal, combien, ou, ici, loin, voici, voila Nouns 1) Singular, plural, masculine, feminine (number and gender)
SPEAKING:	All sounds heard should be produced adequately, especially i, u, ou; short and long e, closed and open o, eu; j, r Reproduce short sentences with correct stress and intonation	
READING:	All vowels, nasals, consonants, particularly silent "s" and silent "t" at end of words - proper liaisons	Selected lexical items as they occur in dialogs
WRITING:		
CONCEPT:	French and English differ considerably in sounds and stress, orthographic representations of sounds.	Nouns, adjectives, determinatives agree with each other and with verb forms. There is generally one verb form to each person.

Contents - Beginning French A

S C	Syntax	Vocabulary	Culture
L S	1. Sentence order especially position of adjectives and pronouns in a sentence and negatives (ne pas) 2. Interrogative Forms	In context of the topics or Units: names friends family addresses salutations introductions Nouns, verbs, adjectives, adverbs pretaining to these subjects as well as functions words such as: et, tres, aussi, etc.	Introduction to French culture should be an integral and natural part of teaching French but should not take the place of teaching the language. The environment of the classroom, French books, magazines, tapes, films, records, pictures, should stimulate the students' interest in learning about the following cultural items: French names forms of address. courtesy patterns (ex. shaking hands) rhymes songs and music location of French-speaking countries The units of vocabulary are obviously linked closely to the study of culture.
R	"	Selected Vocabulary as it occurs in dialogs	"
W			
C	Word order differs from English especially in questions and with adjectives and pronouns	In spoken and written form, words make up a language. To communicate in that language, one must grasp the meaning, isolated or in context, without conscious reference to English. Though some structures are parallel, languages cannot be equated word for word	Cultural items are an integral part of a language. In listening to the language, one must be aware of the nuances of cultural forms. To speak the language correctly also means to use culturally acceptable form.

Beginning French A

Suggested Content	Suggested Resources, Materials, Media, Methods, Activities
Preliminary Unit: (1) all of the most frequent sounds and sound combinations in French (2) distinction between tu and vous (3) gender agreement	
Unit I: Structural focus: subject and verb agreement; agreement of adjectives Grammatical structures, categories, and examples praticed: (1) introduction of the tu form of connaitre in the present; the expression tu veux dire; de plus adjective and plural noun. (2) gender of predicate adjectives; adjective position; subject and verb agreement (3) indefinite articles un and une; gender of predicate adjectives (4) adjective and noun agreement (plural forms)	Unit I: 1) Encyclopaedia Britannica Films- 1st film could be shown for visual reinforcement at end of Unit I. Questions are good for conversation, shows vigorous lip action. New words: cours, charmante, mon oncle.
Unit II: 1) voici 2) verbs, singular forms of s'appeler, connaitre; singular forms of an -er verb	Unit II: 1) ALM - Unit 1 Dialogue, p. 1 - Reinforcement 2) ALM posters No. 1-2 for conversation 3) Tape and student records, Holt, Rinehart and Winston. Good songs: "Au Clair de la Lune," "Frere Jacques," "Bonsoir, Mes Amis"

Suggested Content

Unit III:

1) Verbs
   a) singular forms of the -er verb; plural forms of etre
   b) the first use of a complementary infinitive; position of its object pronoun
   c) agreement and postition of adjectives

Suggested Resources, Materials Media, Methods, Activities

Unit III:

1) EBF Lessons 2-4 could be shown at end of Unit 3 for the sake of motivation, and listening comprehension. Good variation, even though they may not comprehend totally.
2) EBF 1-4 Tapes might be used to illustrate patterns of intonation. Slower speed than on Holt tapes. Different voice gives variation (whole class).

Suggestions for Evaluation

(Beginning French A)

1. To discriminate the sounds of French audially.
   A. Given 10 pairs of words or syllables contrasting French and English sounds, the student is able to identify the French sound with 90% accuracy
   For example:

Sound	English	French
[ʒ]	Je	Je
	Jet	Jette
	Ji	Ji
[r]	ra	ra
	robe	robe
	route	route
	car	car
[õ]	no	non
	bow	bon
[i]	key	qui
Unstressed a	madam	madame
[e]	may	mes
[u]	moo	mou
	shoe	chou
[o]	doe	dos
	no	nos
	know	nos

   B. Given 10 pairs of French words, some pairs being identical, others representing a minimal contrast, the student is able to indicate whether the two words are the same or different (with 90% accuracy)

   Sounds: [y] [u]; [ɔ] [o]; [ø] [œ]; [e] [ɛ]; [ɛ̃] [ɛ]; [ɔ̃] [ɔ]; [ɑ̃] [a]

   Test example:

	Same	Different
1) ton/tonne		X
2) don/don	X	
3) son/son	X	
4) bon/bonne		X

(Continued evaluation, Beginning French A)

List of Minimal pairs:

[y] [u]	rue/route
[ɔ] [o]	votre/veau
[ø] [oe]	peu/peur
[e] [ɛ]	mes/mais
[ɛ̃] [ɛ]	tien/tienne sien/sienne
[ɔ̃] [ɔ]	bon/bonne don/donne ton/tonne son/sonne
[ã] [a]	Jean/Jeanne an/anne paysan/paysanne

2. To reproduce the sounds of French adequately
   A. Given 3 sentences spoken by a native on a tape, the student is able to imitate the sentences with 80% accuracy in pronunciation of the critical phonemes.

      1) C$\overset{ə}{\underline{e}}$ gar$\overset{ɔ̃}{\text{çon}}$ s' $\underline{a}$ppelle H$\overset{ã}{\underline{en}}$ri, n' $\overset{ɛ}{\underline{e}}$st-ce p$\overset{a}{\underline{a}}$s?

      2) $\overset{ʒ}{\underline{J}}$e l$\overset{a}{\underline{a}}$ conn$\overset{ɛ}{\underline{ai}}$s b$\underline{ie}$n.

      3) $\overset{i}{\underline{I}}$ls $\overset{ɔ̃}{\underline{on}}$t d$\overset{ø}{\underline{eu}}$x fr$\overset{ɛ}{\underline{è}}$res $\overset{e}{\underline{e}}$t $\overset{y}{\underline{u}}$ne s$\overset{oe}{\underline{oeu}}$r.

3. To imitate native French intonation patterns.
   A. Given 4 sentences (containing known lexical items rearranged in a new order) spoken by a native on a tape, the student is able to imitate with 100% accuracy the main syllable and sentence stress.

      Note: Include sentences of equal syllable stress, the unstressed a, the declarative and interrogative forms.

      Examples:
      1) Bonjour, madame.

      2) C'est madame de Lavallière.

      3) Et elle, comment s'appelle-t-elle?

      4) Qui est ce monsieur près de la porte?

(Continued evaluation, Beginning French A)

4. To manipulate orally French language patterns

A. Given 10 sentences with the verbs aller, être, avoir, parler in the present tense, the student is able to make appropriate changes in sentences in which the subject varies. (90% accuracy).

Examples:

1) Marie va bien.
Je __________ (Je vais bien.)

Paul et Louise vont bien.
Nous _________ (Nous allons bien.)

Vous allez bien.
Tu __________ (Tu vas bien.)

2) Nous sommes malades.
Je __________ (Je suis malade.)

Robert est malade.
Ils __________ (Ils sont malades.)
Indicate the plural with fingers

Tu es malade.
Vous _________ (Vous etes malade.)

3) J'ai quinze ans.
Marie ________ (Marie a quinze ans.)

Jean a deux soeurs.
Vos cousins _____ (Vos cousins ont deux soeurs.)

Elle a trois freres
Vous _____ _____ (Vous avez trois frères.)

4) Je parle bien le français.
Nous __________ (Nous parlons bien le français.)

Tu parles bien le français.
Vous _________ (Vous parlez bien le français.)

B. Given 10 questions using the verbs s'appeler and connaître, the student is able to give an appropriate oral response to 90% of the questions.

Examples:

1) Ce garçon comment s'appelle - t - il?
Il s'appelle (Jean.) (Paul)

2) Toi, comment t'appelles - tu?
Je m'appelle (Marie.)

(Continued evaluation, Beginning French A)

3) Les deux jeunes filles comment s'apellent-elles?
Elles s'apellent (Louise et Jacqueline.)

4) Comment s'apelle le frère de Marie.
Le frère de Marie s'apelle Henri.

5) Connais - tu monsieur Lebrun?
Oui, je le connais très bien.

6) Vos frères connaissent - ils mon oncle.
Oui, ils le connaissent.

7) Connaissez vous la dame près de la porte?
Oui, elle est la mère de mon ami Robert.
Oui, je la connais.
Non, je ne la connais pas.

8) Est - ce que tu connais ce garçon?
Mais oui. Nous sommes de bons amis.

C. Given the direction to ask 6 questions using the familiar and formal forms of verbs, the student is able to ask 5 of the 6 questions without grammatical error.

Examples:

1) Jean, demandez-moi comment je vais.
Comment allez-vous, mademoiselle?

2) Hélène, demandez à Jean comment il va.
Comment vas-tu, Jean?

3) Dites à Michel comment vous vous appelez et demandez-lui comment il s'appelle.
Moi, Je m'appelle Anne. Et toi, comment t'appelles-tu?

4) Demandez à Monsieur s'il connaît cette jeune fille pres de la porte.
Monsieur, connaissez-vous cette jeune fille près de la porte?

5) Demandez à Yvonne combien de frères elle a.
Yvonne, combien de frères as-tu?

6) Demandez à Jean-Pierre si son frère est plus jeune que lui?
Ton frère est-il plus jeune que toi, Jean-Pierre.

7) Demandez à Jean-Pierre s'il est plus jeune que vous.
Jean-Pierre, es tu jeune que-moi?

5. To recognize visually selected sentences mastered orally.

(Continued evaluation, Beginning French A)

5. A. Given 10 pairs of similiar sentences the student is able to identify the one which represents the French sentence he hears spoken (With 80% accuracy.)

   1) A - Je m'appelle Marie
      B - Elle s'appelle Marie.

   2) A - Tes parents comment vont-ils?
      B - Tes tantes comment vont-elles?

   3) A - Elle est intelligente.
      B - Il est intelligent.

   4) A - Il va très bien.
      B - Ils vont très bien.

   5) A - Où demeurent tes **cousines?**
      B - Quelles ages ont-elles?

   6) A - Quel âge ont-ils?
      B - Quelles ages ont-elles?

   7) A - Marie et Jean où sont-ils?
      B - Marie et **Jeanne** où sont-elles?

   8) A - Mais, je les connais bien.
      B - Mais, je le connais bien.

   9) A - Il veut dire sa famille.
      B - Je veux dire ma famille.

   10) A - Nous sommes de bons amis.
       B - Nous sommes de bonnes amies.

6. To read aloud a few selected sentences.
   A. Given 3 sentences from dialogues containing the graphemes which cause interference the student is able to read aloud, with adequate reproduction of the major phonemes, these sentences with 60% accuracy.

   1) Je vais bien, merci.

   2) Comment allez-vous, madame?

   3) Au revoir, Robert.

7. To locate on a map countries where French is spoken.
   A. Given a map of the world, the student is able to locate 4 of the countries where French is spoken. (100% accuracy)

(Continued evaluation, Beginning French A)

7. A. Examples:
   - France
   - Switzerland
   - Canada (Quebec)
   - Belgium
   - Haiti

8. To recognize that social customs and courtesies are different in various countries.
   A. A student is able to list 3 differences in daily living in American and French speaking people.
      Note: These will vary from student to student depending on his reading or experiences.

      Examples:

      1) Frenchmen sometimes shake hands when they depart.

      2) Frenchwomen sometimes greet each other by a hug and kiss on the cheek.

      3) Frenchmen use a different way of speaking to a person (you) depending on his age, position or relationship to the individual.

9. To identify the principles underlying the language learning activities in this course.

   A. Given six multiple choice questions, the student is able to identify with 90% accuracy the underlying principles:

      Examples:

      1) A child learns his native language in this order:

         A. Listening, reading, speaking, writing.
         B. Listening, speaking, reading, writing.
         C. Listening, speaking, writing, reading.

      2) In the beginning, a student needs to practice the sounds of French before looking at the written French word because:

         A. Otherwise he might read silently.
         B. Otherwise he might pronounce the French words as if they were English.
         C. The French alphabet is different.

(Continued evaluation, Beginning French A)

9. 3) The English meaning given for dialogue sentences is only an approximation because:

   A. There is not an exact word-for-word correspondance between two languages.
   B. The exact English meaning is more complicated than the French meaning.
   C. The exact French meaning is more complicated than the English meaning.

4) In learning French, an American needs the most practice with:

   A. The sounds and structures of French which are similar to English.
   B. The sounds and structures of French which are different from English.
   C. All the sounds and structures of French with equal emphasis.

5) The main purpose of a pattern practice is:

   A. To learn many new vocabularly words.
   B. To practice an important language structure so that its use becomes automatic.
   C. To listen to the foreign language over and over.

6) The best way to learn how to greet a person in French is to:

   A. Read about it.
   B. Talk about it.
   C. Greet someone in French.

French Department

Course Number - 361020 | Beginning French B

Description of Course:

A course to continue the development of the skills of understanding and speaking, with some attention given to reading and writing. The language skills are developed through vocabulary, and structures related to the following topics: time (hours, months, seasons), foods, telephone calls.

Administrative Requirements:

1) A maximum of 30 students (25 recommended)
2) An electronic classroom with 30 positions highly recommended
3) A tape recorder in the classroom
4) A map of France in the classroom
5) Access to a record player, film and filmstrip projector and other audio-visual aids
6) Sufficient number of textbooks for the students - practice records recommended
7) Recorded tapes and visual aids for the teacher
8) Daily classes

Course recommended for any student who has successfully completed Beginning French A and desires to continue his study of French

or

any student who demonstrates ability to perform adequately the objectives stated in Beginning French A.

Beginning French B

Objectives of Course

The student is able:

1) to reproduce the sounds of French accurately

2) to imitate native French intonation patterns

3) to manipulate orally French language patterns studied
   - A. to make required changes in structure in pattern practices
   - B. to respond appropriately to questions
   - C. to ask directed questions

4) to recognize visually selected sentences mastered orally

5) to read aloud selected sentences

6) to reproduce in written form sentences learned orally

7) to manipulate structures in written exercises

8) to respond accurately in written form to questions based on dialogues

9) to comprehend short, connected, oral or written prose based on learned material

10) to list some social customs and courtesies of French people which are different from his own

11) to recognize that some social customs and courtesies of French people are similar to those of his own culture

12) to accept complete structures as conveying meaning without consciously analyzing these structures

13) to identify several evidences of the presence of French-speaking people in American life or world news

Suggested Content

Phonology, Morphology, Syntax, Vocabulary, and Culture as outlined on the following pages.

from Basic text
    Ecouter et Parler
    Holt, Rinehart and Winston
    Units 6 - 10, 1961 edition
    (Units 4 - 8, 1968 edition)

and other resource materials

Beginning French B

Suggested Resources, Materials, Media, Methods, Activities

List of Resources and Materials:

Ecouter et Parler
Holt, Rinehart and Winston
ALM French Level I
Harcourt, Brace and World
Je Parle Français
EBF
Learning French the Modern Way
McGraw Hill
(1963 and 1968 editions)

Films, Filmstrips, Visual Aids
(see appendix)

Books and Pamphlets in English
(see appendix)

Methods, Activities:

1) Learn BDS (memorize) in parts.

2) Ask factual questions suggested by Holt.

3) Divide lessons so that your BDS corresponds with question - answer and pattern practice.

4) Use warm-ups at the beginning of the period.

5) Guide the learner in selecting and modifying the Basic Dialogue Sentence to form meaningful narrative and expositions:
   a. "cue" questions
   b. substitution drills
   c. a "lead-off" sentence.

6) Provide oral questions based on the conversation. (See Teacher's Manual)

7) Use more French in the classroom.

8) Supplement through: personal experiences, readings, newspapers, radio, T.V. -- how the social customs and courtesies vary.

9) Emphasize the importance of the structures as conveying meaning without consciously analyzing these structures.

10) Invite French students; write to pen-pals; visit cultural centers where French plays are presented. Show filmstrips or films which would stimulate interest in French-speaking people.

Contents - Beginning French B

Skills - Concepts	Phonology	Morphology
LISTENING:	**Dental t,d,n,l and all vowel sounds including nasals; final p,t and h; intonation patterns, stress and liaison.**	Verb Forms: 1) Passé Composé of aller, déjeuner-avoir: verbs with er endings only 2) Present tense of the following irregular verbs: venir, prendre, devoir, savoir, croire, plaire, and the present form of "il faut que" 3) Present tense of verbs followed by the infinitive 4) Regular re verbs in the present tense 5) Imperfect tense of avoir, être, aller, and er verbs 6) Pluperfect tense of er verbs 7) Future of être and re verbs 8) Conditional of faire 9) De before certain infinitives Pronouns: 1) Indirect object pronouns 2) Possessive pronouns - le mien, etc. 3) Interrogative pronouns - que and qu'est-ce que 4) il y a 5) Y and en
SPEAKING:		
READING:		Selected lexical items as they occur in the dialogs
WRITING:		"
CONCEPT:	**French and English differ in manner of production and point of articulation. Systems of stress pitch and juncture are also dissimilar.**	**Nouns, adjectives, determinatives agree with each other and with their verb group.**

Content - Beginning French B

S C	Syntax	Vocabulary	Culture
L - S	Exclamations (que) Ne...plus; ne...jamais Compound tense word order in interrogative sentences and negative sentences	On topics such as: Hours, days of week Telling Time Months Seasons Dates Foods Pastimes Telephone Conversations	French school day and year 24 hour clock Typical foods and Table Manners French Christmas customs
R	"	Selected Vocabulary as it occurs in the dialogs.	
W	"	" "	
C	Word order differs from English especially in questions.		Cultural items are an integral part of a language. To speak the language correctly also means to use culturally acceptable forms.

Beginning French B

Suggested Content

Unit IV:

Structural focus: telling time; passe compose of "-er" verbs

Grammatical structures, categories, and examples practiced:

(1) asking and telling time

(2) *avoir* + *faim*; complementary infinitive with *vouloir*; introduction to passe compose

(3) 1st and 2nd person singular forms of *commencer*, *prendre*, and *arriver*; review of time expressions

(4) complementary infinitive with *devoir*; pronouns *le* and *y*; contrast between *avec* and *chez*

Unit V:

Structural focus: use of *pourquoi* and and *parce que*; passe compose: contrast of verbs conjugated with *avoir* and those with *etre* (agreement of past participle).

Grammatical structures, categories, and examples practiced:

(1) use of *pourquoi* and *parce que*; negative interrogative forms.

(2) aller and infinitive; expressions of age and time

(3) *aller* and infinitive; review of possive adjectives; passe compose of *acheter* and *choisir*.

(4) passe compose of aller (agreement of the past participle with subject).

Suggested Resources, Materials, Media, Methods, Activities

Unit IV:

1) ALM Unit 3, 1st half, dialog, p.13, for reinforcement of time expressions
2) Manual clock is useful here
3) EBF Unit 5 & 7 - Numbers, time days of week. Some new vocabulary, but can be used for reinforcement of known material and listening comprehension
   New: Secher une classe, carte d'inscription, étudiante
4) *Learning French the Modern Way*, Lesson 4 of new edition - Time expressions. Good drills, p. 49, for reinforcement.
5) EBF Lesson 40 - Good for distinguishing between "soir" and "nuit". Cultural contrasts here. Shows mother putting children to bed.

Unit V:

1) *Learning French* (new edition) Lesson 12 - Adverbs of quantity, days of week
2) EBF - Lesson 12
   New: Calendrier, triste
   Good reinforcement for days, dates

Beginning French B

Suggested Content	Suggested Resources, Materials, Media, Methods, Activities
Unit VI:	Unit VI:
Structural focus: the partitive article; possessive pronouns; and etre a. Grammatical structures, categories, and examples parcticed: (1) the imperfect introduced by si, imperative forms (1st person plural) (2) introduction of the partitive article; the expression il y a in the interrogative affirmative and negative. (3) the use of the interrogative pronoun que and qu'est-ce que; forms of the partitive (4) partitive with negative expressions; introduction of one of the possessive pronouns: le mien, la mienne.	1) EBF - Lesson 32 Comparison of English and French breakfasts; other good cultural comparisons New: la salle a manger, un oeuf a la coque, croissants, journal, pain grille. 2) Learning French (1st edition) - Lesson 7 "Au Restaurant" - foods, and table service; adverbs 3) Students can cut out picutres of foods, make posters, menus, etc. 4) ALM - Unit 3, (2nd half) of dialog ordering foods, etc. 5) ALM - Unit 6 - Good drills on partitives, using food vocabulary. New: essence. Additional practive
Unit VII:	Unit VII:
Structural focus: forms of interrogation; modification. Grammatical structures, categories, and examples practiced: (1) the use of the complementary infinitive with vouloir, desirer, pouvoir, aller; introduction to the future of etre: sera, seront (2) forms of the irregular verb faire; the expression il faut que and the subjunctive (3) forms of the present of attendre: attend, attendent; nous as pronoun object; forms of the disjunctive pronouns; lui, elle eux, elles; presentation of futures: serai, arriverai (4) questions of choice with ou, the expression ni l'un, ni l'autre; complementary infinitives	1) ALM - Unit 4 dialog, "Apres L'Ecole", p.21 New: grand-chose, pas de chance, pick-up Good reinforcement

Beginning French B

Suggested Content

Unit VIII:

Structural focus: the use of the infinitive (direct--without a preposition, de + infinitive, a + infinitive); future of "*-er*" verbs (tarder) and the irregular verb etre.

Grammatical structures, categories, and examples practiced:

(1) introduction to forms and use of the interrogative adjective: quel, quelle; presentation of the forms of the possessive pronoun: *le tien*, *la tienne*.

(2) the expression *avoir envie de* plus infinitive; contrast between *devoir* plus infinitive and *il faut que* and the subjunctive

(3) review of the interrogative *qu'est-ce*; *dire* and *demander a quelqu'un de faire quelque chose*, *demander* plus *si*.

Suggested Resources, Materials Media, Methods, Activities

Unit VIII:

ALM - Unit 6 (1st half)
"Au Telephone", p. 45
Parallels Holt, Unit 8 almost exactly. Good reinforcement. Telephones can be borrowed from telephone company--very effective.

Suggestions for Evaluation
(Beginning French B)

Units 4-8 (Revised)
Units 6-10 (1961 ed.)

I To reproduce the sounds of French accurately.

A. Given three sentences spoken by a native on tape, the student is able to imitate the sentences with 85% accuracy in pronunciation of the critical phonemes.

Examples:

1. Peut-être. Elle ne marche pas très bien.
2. Ta montre doit retarder un peu.
3. As-tu déjeuné de bonne heure ce matin?

B. Given three sentences spoken by a native on tape, containing the unaspirated p,t, and k sounds, the student is able to reproduce these sounds with accuracy.

Examples:

1. Quelle chance! Pas de travail demain!
2. Que je suis bête!
3. Tiens! Je n'ai pas de couteau!

II. To imitate native French intonation patterns.

A. Given on tape four sentences (containing known lexical items) spoken by a native, the student is able to imitate with accuracy the following patterns of intonation.

1. Declarative pattern
2. Exclamatory pattern
3. Rising interrogative pattern (anticipales a yes--no answer)
4. falling interrogative pattern

Examples:

1. Je l'avais, complètement oublié
2. Je n'ai pas de chance!
3. Tu es libre ce soir?
4. A quelle heure vas tu au cinéma ce soìr?

III. To manipulate orally French language patterns studied.

A. To make required changes in structure in pattern practices

1. Given 15 sentences with the verbs aller, déjeuner, avoir in the passé composé, the student is able to make appropriate changes in sentences in which the subject varies. (80% accuracy)

2) Given 20 sentences containing the irregular verbs: venir, prendre, devoir, savoir, croire, plaire, and the present form of "il faut que", the student is able to make appropriate changes in sentences in which the subject varies. (85% accuracy)

3) Given 10 sentences containing verbs with complementary infinitive, the student is able to make appropriate changes in sentences in which the infinitive varies. (85% accuracy)

4) Given 15 sentences with the verbs: avoir, être, aller, and er verbs in the Imperfect Tense, the student is able to make appropriate changes in sentences in which the subject varies. (85 % accuracy)

5) Given 10 sentences with er verbs already studied in the pluperfect tense, the student is able to make appropriate changes in sentences when given a new subject. (85% accuracy)

6) Given 10 sentences using the verb faire in the conditional tense, the student can make appropriate changes with 85% accuracy in sentences when given a new subject.

7) Given 20 oral sentences using indirect object pronouns, or possessive pronouns or, y and en, the student is able to repeat (correctly) the sentences with the appropriate cued changes within 20 seconds.

B. To respond appropriately to questions.

Given 10 questions based on practiced materials, the student is able to give an appropriate response in grammaticaly correct French within 20 seconds. (Eight out of ten is required)

C. To ask directed questions.

Given direction in French to ask five (5) questions, the student is able to ask four (4) out of five (5) without any errors.

IV. To recognize visually selected sentences mastered orally.

Given five (5) pairs of similar sentences taken from dialogs studied, the student is able to identify the one which represents the French sentence that is spoken. (85% accuracy)

V. To read aloud selected sentences.

Given five (5) French sentences, the student is able to read the critical graphemes with 85% accuracy.

VI. To reproduce in written form selected sentences learned orally.

Given 10 sentences for dictation, the student is able to demonstrate his ability to write selected sentences learned orally with 85% accuracy.

VII. To manipulate structures in written exercises.

Given 10 written sentences cued in French, the student is able to rewrite these sentences, making the necessary structural changes.

VIII. To respond accurately in written form to questions based on dialogues.

Given 5 factual questions based on the dialogues studied, the student is able to identify and respond accurately in written form to the questions with 90% accuracy.

IX. To comprehend short, connected, oral or written prose based on learned material.

Given a paragraph in French from dialogues studied, the student is able to comprehend in oral or written form with 85% accuracy.

X. To list some social customs and courtesies of French people which are different from his own.

Following a class discussion of the topics listed below the student is able to list five differences in social customs and courtesies of the French people as compared to those of his own culture.

NOTE: These will vary from student to student depending on his readings, personal experiences, newspapers, radio and TV.

Examples:

1. French school day and year
2. Twenty-four hour clock
3. Typical foods and table manners
4. **French Christmas Customs**
5. Telephone and conversational differences.

XI. To recognize that some social customs and courtesies of French people are similar to those of his own culture.

Given oral and written reports using appropriate audio-visual aids based on the social customs and courtesies presented in the units studied, the student should be able to give or write comments showing that he understands that social customs and courtesies of French people are similar to those of his own culture.

XII. To accept complete structures as conveying meaning without consciously analyzing these structures.

Given 10 multiple choice questions, the student is able to choose the appropriate answer. Timing on this item should be such that student would be discouraged from consciously analyzing structures.

XIII. To identify several evidences of the presence of French-speaking people in American life or world news.

When directed (requested) to show evidences of the presence of French-speaking people in American life or world news, the student will be able to do the following:

a) Write a short English paragraph concerning evidence of French culture observed on field tirps - movies, plays, exhibits, art, etc.
b) Prepare bulletin board displays on French news articles.
c) Keep a notebook of news items on France on French-speaking people from newspapers or magazines.

French Department

Course Number 361030 Beginning French C

Description of Course:

A course to increase facility in the skills of understanding and speaking, with some attention given to reading and writing. The language skills are developed through vocabulary and structures related to the following topics: winter recreation, shopping, and marketing.

Administrative Requirements:

1) A maximum of 30 students (25 recommended)
2) An electronic classroom with 30 positions highly recommended
3) A tape recorder in the classroom
4) A map of France in the classroom
5) Access to a record player, film, and filmstrip projector and other audio-visual aids
6) Sufficient number of textbooks for the students - practice records recommended
7) Appropriate recorded tapes and visual aids for the teacher
8) Daily classes

Course recommended for any student who has successfully completed Beginning French B and desires to continue his study of French

or

any student who demonstrates ability to perform adequately the objectives stated in Beginning French B.

Beginning French C

Objectives of Course

The student is able:

1) to discriminate and reproduce all the sounds of French with adequate control

2) to approximate native intonation patterns in longer sentences

3) to manipulate orally French language patterns studied
   A. to make required changes in structure in pattern practices
   B. to respond appropriately to questions
   C. to ask directed questions
   D. to recombine learned structures and vocabulary in conversation

4) to recognize visually and to read aloud sentences mastered orally

5) to reproduce in written form sentences learned orally

6) to manipulate structures in written exercises

7) to respond accurately in written form to questions based on dialogs

8) to write structured paragraphs

9) to comprehend somewhat longer selections (oral or written) based on learned material

10) to identify and/or describe several evidences of the presence of French-speaking people in American life or world news

11) to tolerate those structures which are different from structures in his native language

12) to identify words which reflect the influence of the French language (from list of English words, checks those that come from French)

13) to describe (in English) some aspect of French life or culture

Suggested Content

Phonology, Morphology, Syntax, Vocabulary, and Culture as outlined on the following pages.

from basic text
Ecouter et Parler
Holt, Rinehart and Winston
Units 11 - 15, 1961 edition
(Units 9 - 13, 1968 edition)

and other resource materials

Beginning French C

Suggested Content	Suggested Resources, Materials Media, Methods, Activities
Unit IX: Structural focus: use of infinitives; present of the verb faire; passé composé with être. Grammatical structures, categories, and examples practiced: (1) aimer and préférer and complementary infinitive; re-entry of possessive adjective; participle as adjective: préféré. (2) si plus imperfect (3) passé composé with auxiliary être; pronoun objects with infinitive; some present forms of irregular verb faire; de son mieux, de leur mieux.	**Unit IX:** 1) ALM Unit 5, p. 31 Skiing - Good listening comprehension 2) Holt filmstrips "Grenoble" - frames of skiing, snow scenes, etc.
Unit X: Structural focus: personal pronoun objects (direct and indirect); irregular adjective nouveau. Grammatical structures, categories, and examples practiced: (1) interrogative pronoun que review of complementary infinitive; avoir des choses à faire. (2) the irregular adjective nouveau; the expressions aller à and plaire à (3) use of conditional of vouloir; use of de plus the article as plural of un (une); review of personal pronoun objects with infinitive.	**Unit X:** EBF No. 26 - colors, clothing. Some new vocabulary, but understandable and good cultural contrasts. Set in a department store.
Unit XI: Structural focus: position and forms of personal pronoun objects; present of the verb pouvoir. Grammatical structures, categories, and examples practiced (1) review of personal pronoun objects; presentation of imperfect of verbs: croire, demander; pluperfect of oublier. (2) forms and position of personal pronoun objects; agreement of past participle with preceding direct object (3) ordinal and cardinal numbers.	**Unit XI:** Review EBF units 5 and ALM Unit 6

Beginning French C

Suggested Content	Suggested Resources, Materials Media, Methods, Activities
Unit XII: Structural focus: passe compose, agreement of past participle. Grammatical structures, categories, and examples practiced: (1) adjective quel as exclamatory expression; en penser, rien de + adjective. (2) passé composé with être; venir de. (3) verbs that take à plus infinitive, verbs taking de plus infinitive; review of passé composé.	Unit XII: ALM Unit 8 - Lots of new vocabulary but interesting for comprehension
Unit XIII: Structural focus: future of aller and venir; weather expressions. Grammatical structures, categories, and examples practiced (1) distinction between emmener and emporter. (2) agreement of un/une as article and as pronoun.	Unit XIII: 1) EBF Lesson 59 - Goes to store, discuss prices, buys vegetables; good vocabulary reinforcement and excellent cultural interest. Different types of shops. Review of numbers.

Contents - Beginning French C

Skill - Concepts	Phonology	Morphology
LISTENING:	/i/ Dental l,n,d, t -- all nosalized vowels; intonation; stress; liaison.	Verb Forms: 1) Past indefinite conjugated with être 2) Double complementary infinitive 3) Devoir - in the conditional 4) Agreement of past participle conjugated with avoir with a direct object 5) Present tense after il y a 6) Reflexive verb used as a complementary infinitive 7) Future of - emménera, viendra, foudra Pronouns: 1) Ceux (qui) 2) Direct objects with voila Adjectives: 1) Adjectives used as nouns 2) Tout - position and agreement 3) Use of de before masculine adjectives 4) Quelle - used in exclamations 5) Some uses of the definite article
SPEAKING:		
READING:		"
WRITING:	Sound-symbol correspondence. Various orthographic representations of sounds. Recombine previously learned material in short paragraphs.	"
CONCEPT:		Nouns, adjectives, determinatives agree with each other with the verb forms. There is generally one verb form to each person.

S C	Syntax	Vocabulary	Culture
L	Sentence order especially position of adjectives and pronouns in a sentence - pronoun objects with *voilà* - negative statements (ne... pas) Use of present tense with *il y a*... *que*	In the context of the topics of the units: Weather Sports (Winter) Clothing Colors Prices of Articles (French monetary system) Social Activities Ordinal Numbers Shopping Food Function words - *si*, *alors*, *ou*, *mais*, *Bravo*!, *Tiens*! Selected vocabulary as it occurs	Introduction to French culture should be an inpart of teaching French but should not take the place of teaching the language. The environment of the classroom, French books, magazines, tapes, films, records, pictures should stimulate the student's interest in learning about cultural items.
S	Position of pronoun objects with the infinitive		
R		Selected vocabulary as it occurs in dialogs.	
W			
C	Word order differs from English especially in questions with adjectives and with pronouns.		Cultural items are an integral part of a language. In listening one must be aware of the nuances of cultural forms. To speak or write the language correctly also means to use culturally acceptable forms.

Suggestions for Evaluation
(Beginning French C)

Units 9-13 (Revised)
Units 11-15 (1961 ed)

I. To discriminate and reproduce all the sounds of French with adequate control.

A. Given 10 pairs of words or syllables contrasting French and English sounds, the student is able to identify the sounds with 90% accuracy.

B. Given 10 pairs of French words, some pairs being identical, others representing a minimal contrast, the student is able to indicate whether the two words are the same or different with 90% accuracy.

1. o, , e, , p, t, k, (prevocalic)
2. "wa" and "r"
3. crisp "ee", "u", oe
4. Liaison - dental l and n
5. All nazalized vowels
6. Short tense sound in "i"
7. final k (released)

II. To approximate native intonation patterns in longer sentences.

A. Given 10 sentences (containing known lexical items rearranged in a new order) spoken by a native on a tape, the student is able to approximate native intonation patterns in longer sentences.

1. equal syllable stress
2. declarative and interrogative forms
3. exclamatory intonation
4. proper liaison in longer sentences

III. To manipulate orally French language patterns studied.

A. To make required changes in structure in pattern practice

1. Given 15 sententences with the verbs: aller, tomber, in the Passé Composé (with être), the student is able to make appropriate changes in sentences in which the subject varies. (90% accuracy)

2. Given 10 sentences containing the double complementary infinitive, the student is able to make appropriate changes in sentences in which the infinitive varies. (90% accuracy)

3. Given 10 sentences containing the Passé Composé of verbs conjugated with avoir, the student is able to make the past participle agree with the preceding direct object with 85% accuracy.

4. Given 10 sentences in the Present Tense after "il y a .... que", the student is able to make appropriate changes. (90% accuracy)

5. Given 10 sentences using the verbs: *emmener*, *venir* in the Future Tense, the student is able to make appropriate changes in sentences when given a new subject. (85% accuracy)

6. Given 10 oral sentences using *quel* in exclamations, the student is able to make the appropriate changes. (85% accuracy)

B. To respond appropriately to questions

Given 10 questions based on the dialogues or practiced materials, the student is able to give an answer in grammatically correct French.

C. To ask directed questions.

Given the direction to ask 5 questions, the student is able to ask 4 out o5 without any errors.

D. To recombine learned structures and vocabulary in conversation.

VI. To manipulate structures in written exercixes.

Given 10 sentences in French which have been mastered orally, the student is able to write "personalized" exchanges, involving the substitution of items from the structures.

VII. To respond accurately in written form to questions based on dialogues.

VIII. To write structured paragraphs.

Given a structured paragraph for dictation, the student is able to write the dictation with accurate control of the structures studied.

IX. To comprehend somewhat longer selections (oral or written) based on learned material.

Given a narrative based on studeied materials, the student is able to demonstrate comprehension of the narrative by answering multiple choice questions with 85% accuracy.

X. To identify and/or describe several evidences of the presence of French-speaking people in American life or world news.

When directed (requested) to show evidences of the presence of French-speaking people in American life or world news, the student will be able to do the following things:

a. Write a short English paragraph concerning examples of French influence observed on field trips--movies, plays, exhibits, art.

b. Prepare bulletin board displays on French news articles.

c. Keep a notebook of news items on France, or French-speaking people from newspapers or magazines.

Beginning French C

Suggested Resources, Materials, Media, Methods, Activities

List of Resources and Materials: *

Ecouter et Parler
AIM French, Level I
Je Parle Français
Learning French the Modern Way
(1963 and 1968 editions)

Films, Filmstrips, Visual Aids

Books and Pamphlets in English

* See appendix for specific references

Methods, Activities:

1) Emphasize the importance of exact sound reproductions - through listening tapes and student records.

2) Provide recombination drills based on the major structures and vocabulary in units 4 - 8.

3) Present the *Topics for Reports* for practice in the skill of writing structured paragraphs.

4) Invite French students; write to pen pals; visit cultural centers where French plays are presented; show filmstrips or films which would arouse interest in learning more about customs and courtesies of French people.

Suggested Content

Phonology, Morphology, Syntax, Vocabulary, and Culture as outlined on the following pages.

from basic text
Ecouter et Parler
Holt, Rinehart and Winston
(Units 9 - 13, 1968 edition)
and other resource materials

French Department

Course Number - 362010 Intermediate French A

Description of Course:

A course to further develop the skills of understanding and speaking and to expand reading and writing skills as tools of communication. The language skills are developed through vocabulary and structures related to the following topics: summer recreation, mobility in a big city, parts of the body, illnesses.

Administrative Requirements:

1) A maximum of 30 students (25 recommended)
2) An electronic classroom with 30 positions highly recommended
3) A tape recorder in the classroom
4) A map of France in the classroom
5) Access to a record player, film and filmstrip projector, and other audiovisual aids
6) Sufficient number of textbooks for the students (practice records recommended)
7) Appropriate recorded tapes and visual aids for the teacher
8) Daily classes

Course recommended for any student who has successfully completed Beginning French C and desires to continue his study of French

or

Any student who demonstrates ability to perform adequately the objectives stated in Beginning French C

76/77

Intermediate French A

Objectives of Course

The student is able:

1) to respond consistently in French to a familiar French stimulus
2) to manipulate orally French language patterns studied
    - A. to make required changes in structure in pattern practices
    - B. to respond appropriately to questions
    - C. to ask directed questions
    - D. to recombine, with more frequency and ease, cumulative learned structures and vocabulary in conversation

3) to recognize visually sentences mastered orally

4) to read aloud sentences mastered orally

5) to reproduce in written form sentences learned orally

6) to manipulate structures in written exercises

7) to respond accurately in written form to questions based on dialogs

8) to write somewhat longer, more complex structured paragraphs

9) to read and comprehend prose selections with some unfamiliar words understood from context

10) to locate on a map France and neighboring European countries

11) to locate on a map major large cities of France

12) to name several geographical differences that exist within France
13) to list several human needs common to all people regardless of nationality or locale

14) to comprehend more readily structures which are different from those of his own language

15) to list English words which show the influence of the French language

Suggested Content

Phonology, Morphology, Syntax, Vocabulary, and Culture as outlined on the following pages.

from basic text
Ecouter et Parler
Holt, Rinehart and Winston
Units 16 - 20, 1961 edition
(Units 14 - 16, 1968 edition)

and other resource materials.

Intermediate French A

Suggested Resources, Materials, Media, Methods, Activities

List of Resources and Materials:*

- Ecouter et Parler
- AIM French Levels I and II
- Je Parle Français
- Learning French the Modern Way
- Cahier d' Exercise
- List of useful expressions
- French posters and brochures
- Paris map, showing streets, landmarks
- Map of Paris Metro
- Films, filmstrips, magazines

*See appendix for specific references

Methods, Activities:

1) Begin to give more attention to reading and comprehending the conversations and questions (for easier transition of skills emphasis in quarter 5).

2) Allow opportunities for writing answers to some of the questions (as in "Narration Ecrite" in quarter 5).

3) Emphasize the Topics For Reports. Do one or two in the classroom on the blackboard.

4) Decorate the bulletin board with pictures to show various activities, illnesses, holidays, a large city, and vacation ideas. (Good for introducing additional vocabulary and highlighting points of French culture.

5) Allow students to dramatize some of the conversations. Longer conversations could be assigned to faster students and shorter ones to slower students.

6) Look for opportunities to relate the material to the students experiences or environment.

7) Have students give reports on some of the famous vacation spots in France.

8) Cahier d' Exercise may be used for writing and relating pictures to ideas.

Suggested Content	Suggested Resources, Materials, Media, Methods, Activities
Unit XIV: Structures, categories, and examples reviewed in the Summary Tables, p.302 (A) conditional of aimer, devoir, Grammatical structures, categories, and examples practiced: (1) avoir lieu; passé composé; (2) conditional of pouvoir, vouloir and aimer.	Unit XIV: 1) ALM Unit 7, p. 61 - Narrative "La Dimanche En Famille" - Some new vocabulary, but generally easy reading. 2) ALM Level II, Lesson 20 - Drills on the conditional.
Unit XV: Structural focus: contrast of present and imperfect tenses.	Unit XV: 1) EBF - Lesson 61 - good for pronunciation
Unit XVI: Structural focus: contrast of present, passé composé, and future.	Unit XVI: 1) ALM Level II, Lesson 18, p. 153 for additional practice on future tense. 2) Learning French the Modern Way, Lesson 19, p. 69, new edition structure drills on future tense. 3) ALM Level II, Lesson 18, Drills on Future 4) Paris map, showing streets and famous landmarks, might be useful here 5) EBF - Lesson 80 - Paris traffic, etc. "Le Metro" 6) EBF - Lesson 87 - Difficult, but shows a person giving directions "une Rencontre" 7) Relate life in a big city to Atlanta.

Contents - Intermediate French A

SC	Syntax	Vocabulary	Culture
L	1) Position of direct object in compound sentences 2) Position of adjectives 3) Interrogative forms 4) ne....pas (negative statement) 5) Verb construction with infinitive	In context the following topics: summer recreation mobility in a big city parts of the body illnesses Nouns, verbs, adjectives, adverbs, pertaining to these subjects as well as function words such as: de, en face de, au coin,de, jusqu'à, au bout de	Introduction to French culture should be an integral part of teaching. The environment of the classroom should stimulate the students interest in learning about the following cultural items and ways French culture is different from or similar to American culture: geographical differences within France mobility in a big city summer recreation and diversions illnesses courtesy patterns French holidays rhymes songs and music
S			
R	"		
W	"		
C	Direct and indirect object pronouns occupt a different position from that of nouns	In spoken and written form, words make up a language. To communicate in that language, one must grasp the meaning, isolated or in context without conscious reference to English.	Cultural items are an integral part of a language. In listening to or reading the language, one must be aware of the nuances of cultural forms. To speak or to write the language acceptably also means to use culturally acceptable forms.

Contents - Intermediate French A

Skills - Concepts	Phonology	Morphology
LISTENING:	All vowels, particularly "w" (y), e and E, close o and open o, unstressed a Consonants and semi-consonants especially p, t, ll, l and n Equal syllable stress, absence of stress, intonation pattern in various kinds of questions Liaisons	Verb forms: 1) Past participles of avoir, and être; contrast between the imperfect and past indefinite 2) Uses of the Present Subjunctive: être; aller a) necessity - b) emotion or fear 3) Reflexive verb - Past indefinite 4) Pouvoir - courtesy usages - present and conditional 5) Further development of double complementary infinitive Pronouns: 1) Interrogative 2) Contrast of relative pronouns ce qui and ce que Adjectives: 1) Determined by position; use of definite article with the parts of body Prepositional Phrases: 1) Prepositional phrases for giving directions 2) Prepositions with countries Adverbs of quantity: pas mal de, etc.
SPEAKING:	All sounds heard should be produced arruactely Make obligatory liaisons Reproduce short sentences with correct stress and intonation	
READING:	All vowels, nasals, consonants, semi-consonants, particularly "e" and mute "e" Liaisons (obligatory and impossible) Syllable and word boundaries Stress and intonation Especially words resembling English words	
WRITING:	"	"
CONCEPTS:	French and English differs considerably in sounds and stress, orthographic representations of sounds.	Tense functions almost always differ in French and English. Many more verb endings in French than in English; also more irregular verbs. Range of meaning of prepositions differs in French and English.

Suggestions for Evaluation
Intermediate French A

Units 14-16 (Revised ed.)
Units 16-20 (1961 ed.)

I. To respond consistently in French.

A. Given a Listening-Comprehension test taped by a native speaker which includes all the sounds studied (10 oral questions), the student will be able to circle the test answer which is most appropriate.

B. Given 10 oral questions based on practiced materials, the student will be able to answer questions with complete accuracy and control (proper liaison, elision, pronunciation, correct intonation, etc.)

C. Given 5 questions based on a "Narrative Paraphrase," the student will be able to respond correctly with a "short answer" within 20 seconds. (4 out of 5)

II. To manipulate orally French language patterns studied.

A. To make required changes in structure in pattern practices.

1. Given 10 sentences involving the use of the Passé Composé (verbs conjugated with avoir or être), the student will be able to make appropriate changes in sentences in which the subject varies. (85% accuracy)

2. Given 10 sentences involving contrast between the Imperfect and Passé Composé (Past Indefinite), the student will be able to choose the correct tense with 85% accuracy.

3. Given 10 sentences using the Conditional Tense of the verbs pouvoir, devoir, vouloir, aimer, the student will be able to make appropriate changes with 85% accuracy in sentences when given a new subject.

4. Given 10 sentences using the Present Subjunctive of être and aller, the student will be able to make appropriate changes in which the subject varies. (85% accuracy)

5. Given oral sentences using Interrogative Pronouns and the Relative Pronouns ce/qui and ce que, the student will be able to make the appropriate changes when cued. (85% accuracy)

B. To respond appropriately to questions.

Given 10 questions based on practiced material, the student will be able to give the appropriate answer. (Question-Answer Drills) with 85% accuracy.

C. To ask directed questions.

Given the direction to ask five questions, the student will be able to ask four out of five questions without errors.

D. To recombine, with more frequency and ease, cumulative learned structures and vocabulary in conversation.

Given a subject selected from "Reports B" the student should be able to converse freely without making glaring mistakes.

III. To recognize visually sentences mastered orally.

Given 10 pairs of similar sentences spoken in French, the student should be able to identify the one which represents the French sentence which he has heard. (85% accuracy)

IV. To read aloud sentences mastered orally.

Given 5 sentences from dialogues studied, the student should be able to read correctly the critical phonemes with 85% accuracy.

V. To reproduce in written form sentences learned orally.

Given a dictation consisting of 10 sentences, the student should be able to write the lines with 90% accuracy.

VI. To manipulate structures in written exercises.

A. Given 10 sentences written in the Present Tense, the student should be able to rewrite the sentences in the Passé Composé. (85% accuracy)

B. Given 10 sentences written in the Passé Composé Tense, the student is able to rewrite the sentences in the Imperfect Tense with 85% accuracy.

C. Given 10 sentences (with two alternatives for each sentence) using the verbs: pouvoir, devoir, vouloir, aimer in the Conditional Tense, the student should be able to write the appropriate verb form which "fits" the rest of the sentence with 85% accuracy.

D. Given five sentences cued in French using the Present Subjunctive of etre and aller, the student should be able to rewrite the sentences with correct spelling of the forms. (85% accuracy)

E. Given 5 sentences dictated on a tape by a native using the relative pronoun ce qui (subject) contrasting with ce que (direct object), the student should be able to use the correct pronoun with 85% accuracy.

VII. To respond accurately in written form to questions based on dialogues.

Given 10 written questions based on the dialogues studied, the student should be able to write the answers to the questions with acceptable punctuation and spelling. (85% accuracy)

VIII. To write somewhat longer, more complex, structured paragraphs.

A. Given a picture correlated with the topic of the unit, the student should be able to produce in writing, a paragraph composed of five lines, recombining earlier structures and vocabulary with more complex structures. (85% accuracy)

B. Given a subject (selected from - "Topics for Reports" or "Reports B" - Revised edition), the student should be able to prepare a written report based on full sentence control of spelling and punctuation. (85% accuracy)

IX. To read and comprehend prose selections with some unfamiliar words understood from context.

Given five (5) oral questions based on prose selections, the student is able to answer the questions with 85% accuracy.

X. To locate on a map France and the surrounding countries.
Given a map with each country numbered, the student will be able to write the name of each country with the appropriate number.

XI. To locate on a map major cities of France.

Given a blank map of France, the student will be able to designate the location of the major cities, and spell correctly the names of each city.

XII. To name several geographical differences that exist within France.

A. Given a filmstrip or film which shows the regional differences of France, the student should be able to name several of these differences.

Suggested Resources

"A Year in France" ("Une Année En France") Holt Series
Je Parle Français - Encyclopaedia Britannica

B. Given a lecture (in English) with follow-up slides or filmstrips pointing out the geographical differences within France, the student is able to identify in a multiple choice type test these differences within the provinces and departments of France.

XIII. To list several human needs common to all people regardless of nationality or locale.

Having discussed orally the following topics: a) geographical differences within France, b) mobility in a big city, c) summer recreation and diversions, d) illnesses, e) courtesy patterns, f) French holidays, the student is able to list a reasonable number of human needs common to all people.

XIV. To recognize that many English words show the influence of the French language.

The student will be able to list ten English words which are cognatives of French words he has studied.

French Department

Course Number 362020 Intermediate French B

Description of Course:

This course is designed to emphasize and expand the skills of reading and writing with continuing practice and increasing facility in understanding and speaking. The language skills are developed through vocabulary and structures related to the following topics: introduction to Paris, cities and towns, public transportation.

Administrative Requirements:

1) A maximum of 30 students (25 recommended)
2) An electronic classrom with 30 positions highly recommended
3) A tape recorder in the classroom
4) A map of France in the classroom
5) Access to a record player, film and filmstrip projector, and other audiovisual aids
6) Sufficient number of textbooks for the students (practice records recommended)
7) Appropriate recorded tapes and visual aids for the teacher
8) Daily classes

Course recommended for any student who has successfully completed Intermediate French A and desires to continue his study of French

or

Any student who demonstrates ability to perform adequately the objectives stated in Intermediate French A

Intermediate French B

Objectives of Course	Suggested Content
The student is able:	Phonology, Morphology, Syntax, Vocabulary and Culture as outlined on the following pages. from basic text: Parler et Lire Holt, Rinehart and Winston Chapters 1 - 3, 1963 edition **or Chez les Francais** **Chapters 1 - 3.** **and other resource materials**

1) to manipulate orally cumulative structures and vocabulary as needed for communicating in appropriate situations

2) to respond orally to questions without undue hesitation and with good pronunciation and intonation

3) to formulate and present, with reasonable fluency, short oral reports

4) to answer appropriately questions based on reading selections

5) to read orally in a manner to convey the thought to listeners

6) to read, silently and with understanding, prose selections with a few unfamiliar words

7) to identify the meaning of some vocabulary encountered in reading through both explanation in the language and context clues

8) to write structured paragraphs with some degree of freedom and with correct spelling and punctuation

9) to recognize that languages have structure

10) to identify several major landmarks of Paris

11) to identify several outstanding French authors

12) to locate on a map the provinces and departments of France encountered in reading selection

13) to recognize that provinces and departments are political divisions

14) to list several aspects of American culture that may seem unusual and surprising to someone from another culture

Intermediate French B

Suggested Resources, Materials, Media, Methods, Activities

List of Resources:*

- **Chez les Francais**
- Parler et Lire
- AIM French Levels II and III
- Je Parle Français
- Learning French the Modern Way
- En Las Americas - teacher's edition (for suggestions for beginning skill emphasis on reading and writing)

Tapes, films, filmstrips, visual aids
French magazines, readers, pamphlets

*See appendix for specific references

Methods, Activities:

1) The Introduction "The First Day in Class" in the teacher's manual should be considered carefully by the teacher (pages XVII - XXIV)

2) Teacher's edition of En Las Americas has some helpful suggestions for making the transition into further development of the skills of reading and writing. This transition should be thorough, as it will be the foundation for expanding the skills.

3) The teacher might give the general plan of the class to the students for each new conversation:
   Ex: 1) Selected Dictionary Entries - present and practice
       2) The Conversation (Introduction with picture, tape, display card à Chamonix, reading oral and silent)
       3) The Pronunciation Sentence (presentation and practice)
       4) Narration Orale and Substitution Practice
       5) Idiom Practice (present)
       6) Narration Ecrite

4) Games "Attention" and "Dictionary Bee" can be used to enhance learning Dictionary Entries.

5) The teacher should encourage the students to use as many of the "Useful expressions" as possible.

6) The teacher should be well acquainted with the change in procedures from oral reading to silent reading. The change should be gradual.
   Suggested Procedure:
      Chapter One could be presented as follows:
         Read conversations orally after "parts" have been assigned. Students are cautioned to read in a manner which demonstrates that the reader comprehends and the thoughts are conveyed to the listeners.

Suggested Resources, Materials, Media, Methods, Activities

7) Extra questions on the conversations are given on pages 267 - 271 of Teacher's Manual.

8) Filmstrip "Paris in the Spring" or any other based on the capitol city from "Une Anneé en France" are helpful.

Chapter I:

EBF No. 81 - The Eiffel Tower - Beautiful color shots of the Louvre, Seine, Paris sights

AIM Level I, p. 22 - present tense drills; Unit 9 and Unit 15 - present tense drills, imperatives

Chapter II:

AIM, Level I, Unit 7, pp. 64 - 5 - "faire"
Unit 6, p. 51 - "aller"

Chapter III:

AIM, Level II, p. 260 - 269 - Subjunctive. Unit 21

Learning French the Modern Way, Unit 28 (new edition) - Subjunctive

EBF, No. 86 - "Arc de Triomphe"

Intermediate French B

Suggestions for Evaluation

Additional Suggestions:

1) Chapter tests at end of each chapter

2) Résumé may be used as a dictée to test writing and comprehension

Follow patterns from Intermediate French A

Contents - Intermediate French B

S C	Syntax	Vocabulary	Culture
L — S	1) Position of personal pronouns; object pronouns 2) Negative sentences 3) Position of adverbs	In the context of the topics or units: A park in Paris Eiffel Tower In a cafe at Vauvenargues; At a train station In a market Bus stop in Grenoble Traveling and visiting	Plan of: Paris - city - monuments 1) Eiffel Tower Seine River Arc de Triomphe Chinon - Rabelais Vauvenargues , en Province St. Malo, Rennes Montpelier
R	"	"Every Day Life in France" La maison (house)	Means of Transportation in Paris Family life - compared Life in France
W	"		
C			

Contents - Intermediate French B

Skills - Concepts	Phonology	Morphology
LISTENING:	All sounds should be heard and understood, especially those that differ from English.	Verb Forms: 1) Present Indicative: regular irregular verbs avoir, faire, être, aller 2) Imperative 3) Orthographical changes in first conjugation 4) Personal pronouns - subject of verbs 5) Faire - uses of 6) Definite Article - forms - use 7) Present Subjunctive 8) Idiomatic Expressions a) Il y a, longtemps que, j'ai mal à, etc.
SPEAKING:	Further work toward mastery of French sounds, especially those that differ most from English	
READING:	Association of all French sounds with the right orthographic representations Cognates Homonyms Technique in word attack Accent and syllablication Rhythm and melody stress of sentences	
WRITING:	Confined largely to true selections and minimal variation.	"
CONCEPT:	French pronunciation requires clearer enunciation, more articulation, tension is more sustained with lips but breath has less force.	Tense functions almost always differ in French and English; many more verb endings in French than in English, also more irregular verbs.

French Department

Course Number 362030 Intermediate French C

Description of Course:

The skills of reading and writing French are further developed, while continuing facility in understanding and speaking. Reading selections include human interest stories in the daily lives of Parisians and experiences of exchange students both in France and in the United States.

Administrative Requirements:

1) A maximum of 30 students (25 recommended)
2) An electronic classroom with 30 positions highly recommended
3) A tape recorder in the classroom
4) A map of France in the classroom
5) Access to a record player, film and filmstrip projector, and other audiovisual aids
6) Sufficient number of textbooks for the students; student practice records recommended
7) Appropriate recorded tapes and visual aids for the teacher
8) Daily classes

Course recommended for any student who has successfully completed Intermediate French B and desires to continue his study of French

or

Any student who demonstrates ability to perform adequately the objectives stated in Intermediate French B.

Intermediate French C

Objectives of Course

The student is able:

1) to manipulate orally cumulative structures as needed to communicate in various situations
2) to read with more facility in understanding
3) to readily identify meaning of vocabulary in reading selections through context clues and explanation in the language
4) to manipulate cumulative structures and vocabulary in written exercises
5) to write résumés and short reports based on reading selections
6) to identify some differences in cultural patterns as they appear naturally in conversations and readings
7) to list ways in which some aspects of the American culture might be viewed by someone from another culture
8) to list some ways attitudes and values may differ in France and the U.S.A.
9) to discuss significant current events of France

Suggested Content

Phonology, Morphology, Syntax, Vocabulary, and Culture as outlined on the following pages.

from basic text:
Parler et Lire (1963 ed.)
Chapters 4 - 6

Chez les Francais
chapters 4 - 6

and other resources and materials

Intermediate French C

Suggested Resources, Materials, Media, Methods, Activities

List of Resources:*
Chez Les Francais
Parler et Lire
ALM French Levels II and III
Je Parle Français
Learning French the Modern Way

Tapes, films, filmstrips, visual aids
French magazines, readers, pamphlets

*See appendix for specific references

Methods, Activities:

1) Make wider use of the tapes and practice records for introduction, for testing listening comprehension.

2) There are one or two display cards which are appropriate for setting the scene for "Charles Bennett à Grenoble". Filmstrip "Grenoble" is included in "Une Anneé en France".

3) Beginning with question 11 of Compte Rendu - P. 78 of text can be used to check comprehension of silent reading of "Pour le Cercle Français".

Chapter 5:

EBF No. 87 - "Une Rencontre" - Good on directions
ALM Level II - Passé composé with être and irregular verbs. Good drills
ALM Level III, Unit 17, Drill 7 - Pluperfect
ALM Level III, p. 217 - Past conditional

Chapter 6:

EBF No. 93 - meal at home
No. 59 - marketing
Learning French... Chapter 5, p. 206 - Past subjunctive

Contents - Intermediate French C

Skills - Concepts	Phonology	Morphology
LISTENING:	Continued emphasis on accuracy in producing sounds: [o] ,[ɔ] ,[ø] [e] , [ɛ], [ɛ], [u] , and [y] Rhythm and stress of sentences	1) Imperative 2) Partitive 3) Past participle - agreement; pluperfect 4) Past subjunctive 5) Future tense; future anterieur 6) Conditional tense; Conditional Anterieur
SPEAKING:	Accuracy of pronunciation and intonation	
READING:	Association of all French sounds with the right orthographic representations Cognates Homonyms Technique in word attack, accent and syllablication Rhythm and melody of sentences	"
WRITING:	Association of all French sounds with the right orthographic representations. This should include mute letters and groups of letters Homonyms Principles of Capitalization	"
CONCEPT:	French pronunciation requires clearer enunciation, more articulation, tension is more sustained with lips but breath has less force. Continued study of the relationship between sound symbols and written symbols.	Nuances of meaning often taken for granted in English, are expressed in French as in the case of the Partitive.

Contents - Intermediate French C

S C	Syntax	Vocabulary	Culture
L – S – R – W	1) The Word order in an imperative 2) Verb construction - in tenses used	In the context of the topics or units: On a tennis court In a hotel In Paris Taking a taxi Record Store Clothing store for men	Visual and audio-stimuli as well as topics of vocabulary should suggest the following cultural items for study at the secondary level: France Grenoble and Borders of France Lyon - Third Largest City French cheeses French recipes - "Omelettes"
C		Words and expressions in French are sometimes closely related to English but almost always differ in range of meaning.	

Intermediate French C

Suggestions for Evaluation

Additional Suggestions

1) Use taped conversations to check listening comprehension

2) Dictations for writing

Follow patterns from Intermediate French A

French Department

Course Number - 363010

Intermediate French D

Description of Course:

A course to increase skill in reading French selections, in writing short reports; to develop skill in discussing selections read, and to continue facility in understanding and speaking French. Reading selections are related to life on a farm in Normandy, interests and attitudes of students from various regions in France, and amusements of French teenagers.

Administrative Requirements:

1) A maximum of 30 students (25 recommended)
2) An electronic classroom with 30 positions highly recommended
3) A tape recorder in the classroom
4) A map of France in the classroom
5) Access to a record player, film and filmstrip projector, and other audio-visual aids
6) Sufficient number of textbooks for the students; student practice records recommended
7) Appropriate recorded tapes and visual aids for the teacher
8) Daily classes

Course recommended for any student who has successfully completed Intermediate French C and desires to continue his study of French

or

Any student who demonstrates ability to perform adequately the objectives stated in Intermediate French C

Intermediate French D*

Objectives of Course

The student is able:

1) to manipulate orally cumulative structures and vocabulary appropriate for communicating in various situations

2) to read longer selections with more facility in understanding

3) to initiate and answer questions related to reading selections

4) to identify with more facility meaning of vocabulary in reading selections through context clues and explanation in the language

5) to manipulate cumulative structures and structures in written exercises

6) to write short reports and dialogues

7) to list varied interests and attitudes of French teenagers

Suggested Content

Phonology, Morphology, Syntax, Vocabulary, and culture as outlined on the following pages

From Basic Text
Parler et Lire - H. R. & W.
Units 7 - 8 (1963 ed.)

Chez les Francais
Chapters 7 - 10

and other resources and materials

---

*See also An Outline for Integrating Afro-French Literature and Culture in the High School Curriculum

Intermediate French D

Suggested Resources, Materials, Media, Methods, Activities

List of Resources:*

Parler et Lire
ALM French Levels II and III
Je Parle Français
Learning French the Modern Way

National Geographic:

1) River of Counts and Kings - The Loire - June 1966, Vol 129, No. 6
2) France Meets the Sea in Brittany - April 1965, Vol 127, No. 4
3) L'île de la Cité, Birth-place of Paris - May 1968, Vol. 135, No. 5

*See appendix for specific references

Methods, Activities:

1) Irregular verbs which are suggested periodically in the teachers' manual should not be overlooked.
2) Pronunciation Practices are longer than before, and may sometimes be used (as may idioms and grammar exercises) for dictées Résumés, too.
3) Questions in "Narration Ecrite" and "Compte Rendu" sections are more easily dealt with if answered first orally.
4) Some protions of "La Vie Journaliere" can be memorized and presented to class.
5) "Supplementary Conversation Practice" in back of manual is good

Note: See suggested lesson plans

Suggested Procedure:
1) Chapter Seven
   EBF - No. 38 - 42 - Normandy history - Architecture, Art
   ALM Level II - p. 48, Unit 15 - Reflexives, present tense and past
2) Chapter Eight - Culture Chapter
   Emphasis should be on geography here, for many things which appear are presented again later. The Atlas is very important. There are filmstrips to accompany each of the eight readings.
   Supplementary grammar practice in ALM, Level II, on direct and indirect object pronouns, is good.
3) Chapter Nine - Reflexive verbs:
   Picture, page 3, in first Petit Dictionnaire is good here.

Contents - Intermediate French D

Skills & Concepts	Phonology	Morphology
LISTENING:	Continued work on the mastery of French sounds: [a] [ã] [ω] [o] [oe] [õe] Rhythm and melody of sentences	1) Negation 2) Interrogation 3) Personal Pronouns; - Complements 4) Prepositions before the geographical nouns 5) Prepositions with the infinitive 6) Reflexive verbs - reflexive pronouns
SPEAKING:	Oral accuracy in controlled situations as in exercises provided in the text. Oral fluency emphasized in directed discussions.	
READING:	"	"
WRITING:	Controlled writing: simple résumés and answers to questions.	"
CONCEPT:	Oral command of the language facilitates the reading and writing.	Understanding of grammatical structures is basic to the development of the reading skill

Contents - Intermediate French D

S C	Syntax	Vocabulary	Culture
L $\overline{S}$	1) Negative forms 2) Patterns of interrogation 3) Position of personal pronouns	In the context of the topics related to: At Orly Some Parisiens in the country Farm expressions Sports Animals	Normal life and culture Farms (Forms of rural life) Paris - Marketing Cheeses of the region of Normandy Parisian Life
R	"		
W	"		
C			

Suggestions for Evaluation

1) Pronounciation Practices may be used for dictées and résumés to check writing and comprehension

2) Methods listed in previous quarters may be used

French Department

Course Number 363020 Intermediate French E

Description of Course:

A course to develop further skill in reading French selections and writing reports related to selections. More facility in conversation is developed through practice and some discussion of material read. Reading selections are related to French aviation, the history of the French fortress Carcassonne, French students' tour of Strasbourg, an article concerning "La Chanson de Roland, "Louis Pasteur, and summer activities of a French boy who plays the guitar and sings folk songs.

Administrative Requirements:

1) A maximum of 30 students (25 recommended)
2) An electronic classroom with 30 positions highly recommended
3) A tape recorder in the classroom
4) A map of France in the Classroom
5) Access to a record player, film and filmstrip projector, and other audio-visual aids
6) Sufficient number of textbooks for the students; student practice records recommended
7) Appropriate recorded tapes and visual aids for the teacher
8) Daily classes

Course recommended for any student who has successfully completed Intermediate French D and desires to continue his study of French

or

Any student who demonstrates ability to perform adequately the objectives stated in Intermediate French D

Intermediate French E

Objectives of Course

The student is able:

1) to manipulate orally cumulative structures and vocabulary as needed for communicating in various situations

2) to read longer selections with more facility in understanding

3) to initiate simple conversations and contribute comments in the classroom discussions

4) to initiate several questions related to reading selections

5) to show some degree of skill in identifying new vocabulary encountered in reading selections

6) to manipulate cumulative structures and vocabulary in written exercises

7) to write résumés and reports based on reading selections and related topics

8) to read independently a short article in French related to a specified topic and contribute some information to the class

9) to identify certain aspects of French culture, including important historical and geographical features

Suggested Content

Phonology, Morphology, Syntax, Vocabulary, and Culture as outlined on the following pages.

from:
basic text
Parler et Lire (1963 ed.)
Holt, Rinehart and Winston
Chapters 10 - 12
Ce Monde des Francais
premièr et deuxième parties

and other resources and materials

Intermediate French E

Suggested Resources, Materials, Media, Methods, Activities

List of Resources:*

Parler et Lire
AIM French Levels II and III
Je Parle Français
Learning French the Modern Way

National Geographic:

1) River of Counts and Kings - The Loire - June 1966, Vol. 129, No. 6
2) France Meets the Sea in Brittany - April 1965, Vol. 127, No. 4
3) L'ile de la Cité, Birth-place of Paris - May, 1968, Vol. 135, No. 5

"Guides Michelin"

*See appendix for specific references

Methods, Activities:

Chapter 10:

Grammar - Have them prepare questions on certain portions of text for practice on interrogatives.
"Clues for meaning" are especially important for previewing "Chanson de Roland".
"Compte Rendu" needs special attention; it is presented differently now.

Chapter 11:

"Compte Rendu" needs emphasis
"Guides Michelin" are fun to look at, if you have them.

Chapter 12:

Filmstrip on Carcassonne may be shown again here.

EBF - No. 118, 119 - Carcassonne - Explains legend.

Contents - Intermediate French E

Skills - Concepts	Phonology	Morphology
LISTENING:	Further practice in developing the sounds: [i, e, ɛ, ø, r, y] Introduction to regional differences Increased length and speed of utterances Nuances associated with different stresses and intonations	1) Interrogative Pronouns 2) Descriptive Adjectives 3) Interrogative Adjectives 4) Adverbs *5) Passé Simple Tense 6) Relative Pronouns 7) Present Participle 8) Demonstrative Pronouns 9) Demonstrative Adjectives
SPEAKING:	Perfecting pronunciation with increase in speed of utterance Greater awareness of minute pronunciation differences (Regional differences)	
READING:	Perfecting reading skill with increase in fluency and expression	*Same as above - Passé Simple (used mostly in writing)
WRITING:	Perfecting writing skill with attention given to individual needs.	"
CONCEPT:	Not all French-speaking people pronounce sounds alike, regional dialectical differences exist.	Understanding of grammatical structures and the ability to manipulate these structures is basic to the development of the reading skills.

Contents - Intermediate French E

S C	Syntax	Vocabulary	Culture
L	1) Position of adverbs 2) Position of adjectives 3) Verb construction - Passé Simple 4) Position of demonstrative pronouns and adjectives	In the context of the topics related to: Chemical Laboratory Pastimes Depart for the Country - Items, etc. French aviation	Cultural life of Southern France: Nice- Resort city Avignon - Historical significance of the famous bridge; city of Popes Strasbourg - great cathedral -many saints -artistic value of sculptures of the church -Historical significance -German influence on culture Northeastern border cities: Strasbourg - House beams, pointed roofs - Comparison to American Alsace Louis Pasteur, French Scientist Carcassonne - A walled city Folk Songs
S			
R			
W			
C			The French cultüre must be evaluated objectively on its own merits.

Intermediate French E

Suggestions for Evaluation

1) *Dictées* and *résumés* for writing and comprehension.

2) Suggestions listed for previous quarters.

French Department

Course Number - 363030 Intermediate French F

Description of Course:

A course to develop facility and some independent use of the skills of understanding, speaking, reading and writing French by using appropriately the essential structures of the language. Selections are read and discussed in French.

Administrative Requirements:

1) A maximum of 30 students (25 recommended)
2) An electronic classroom with 30 positions highly recommended
3) A tape recorder in the classroom
4) A map of France in the classroom
5) Access to a record player, film and filmstrip projector, and other audio-visual aids
6) Sufficient number of textbooks for the students
7) Appropriate recorded tapes and visual aids for the teacher
8) Daily classes

Course recommended for any student who has successfully completed Intermediate French E and desires to continue his study of French

or

Any student who demonstrates ability to perform adequately the objectives stated in Intermediate French E

Intermediate French F*

Objectives of Course

The student is able:

1) to use French with some degree of fluency in class discussions of material read and related topics and in conversations
2) to read French with facility in understanding
3) to summarize in writing the material read
4) to read independently an appropriate short work or short selections and to contribute information to the class from this reading
5) to list several relationships between the English language and the French language
6) to identify salient geographical and historical features of France
7) to identify significant names in history, literature, and the contemporary scene
8) to discuss some aspects of French culture
9) to discuss various attitudes and values held by French-speaking people

Suggested Content

Phonology, Morphology, Syntax, Vocabulary, and Culture as outlined on the following pages

From Basic Text
    Parler et Lire - H. R. & W.
    Chapters 13 - 14

Readers:
    Promenades
    En France
    Au pays du Soleil
    Contes d'Aujourd'hui
    Ce Monde des Francais
        troisième et quatrième parties

and other resources and materials

---

*See also An Outline for Integrating Afro-French Literature and Culture in the High School Curriculum

Intermediate French F

Suggested Resources, Materials, Media, Methods, Activities

List of Resources:*

Parler et Lire
AIM French Levels III & IV
Je Parle Français
La France: Une Tapisserie

A variety of readers at different levels of difficulty and range of interest for varied students.

Tapes, Films, Filmstrips, Visuals, Magazines, Pamphlets, Books

*See appendix for specific references

Methods, Activities

1) Emphasis should be placed on more independent use of the reading and writing skills. Reading selections may be expanded to allow for individual interest and ability. Development of oral fluency should be continued through conversation, discussion, and formal presentation.
2) Oral reports may be given on selections read.
3) Student-directed discussion of selections read as a class, or presentation and question-answer sessions on individual readings
4) Résumes may be given orally or in composition form.
5) Review of basic grammatical structures as they occur in readings. Oral drills and written exercises
6) Develop skill in vocabulary-building techniques and various approaches to reading selections (some are read for general comprehension only; others for more detailed information or facts.)

Contents - Intermediate French F

Skills & Concepts	Phonology	Morphology
LISTENING:	Continued emphasis oral accuracy and fluency. Increased length and speed of utterances. Nuances associated with different stresses and intonations in literary forms.	1) Possessive Pronouns - Possessive Adjectives 2) Comparison of Adjectives 3) Comparison of Adverbs
SPEAKING:	Continued emphasis on oral accuracy and fluency.	"
READING:	Reading with increased fluency and expression .	"
WRITING:	Increased practice in writing résuems and in written responses to questions.	"
CONCEPT:	Literary forms may differ from everyday French. In turn, spoken French differs from written French.	"

Contents - Intermediate French F

S C	Syntax	Vocabulary	Culture
L S	1) Position of Adverbs 2) Position of Adjectives	Zoo - Animals Idiomatic Expressions Passive vocabulary will of course be larger than active, but the extent of both will depend on student's ability to speak and read French.	French writers - Rabelais, Hugo, Camus "La Comédie Française" - Theatre Plays Versailles **La France: Une Tapisserie** The reading of compositions, literary prose and poetry.
R	"	"	"
W	"	"	"
C	"	"	French culture must be evaluated objectively and on its own merits

Suggestions for Evaluation

1) Oral narratives given by students for filmstrip.
2) Oral narrative stimulated by a visual or a topic sentence.
3) Planned oral reports.
4) Compositions or résumés related to designated topics.
5) Definition of new vocabulary items presented in context.

French Department

Course Number 364010 The Arts in France Today

Description of Course:

The study of contemporary French drama and some contemporary readings concerning art, music, literature, drama, and the cinema.

Administrative Requirements:

1) A maximum of 20 students
2) A tape recorder in the classroom
3) Access to a record player, film and filmstrip projector, and other audio-visual aids
4) Sufficient number of texts
5) Appropriate recorded tapes for the teacher
6) A reference shelf of appropriate materials
7) Class sessions of 75 minutes, 3 days per week on alternating days recommended

Course recommended for students who have successfully completed Intermediate French F, who wish to continue the study of French and whose course selection has been approved by a French teacher

or

Students who can do the following:

a. read with facility in understanding specified material
b. reply readily to questions based on reading selections
c. discuss in the language the material read
d. summarize the material read in writing with acceptable use of vocabulary and language structure or orally with the same plus good pronunciation and intonation
e. recognize and use appropriately in conversation or in reading and writing the essential grammatical structures
f. demonstrate some acquaintance with the French culture

The Arts in France Today

Objective of Course

The student is able:

1) to follow conversation, class discussion, or short lecture in French

2) to give a short, planned talk on a chosen topic in French

3) to contribute to class discussion

4) to read easily for comprehension

5) to prepare in and out of class a written summary or report, with access to needed materials

6) to read articles and plays in the original French

7) to list some ways in which French and American people are similar and dissimilar as to attitudes toward family, friends, society, cultural themes, value systems and patterns of daily living

8) to describe some aspects of the French contribution to the world in contemporary art, music, literature, cinema, and drama

Suggested Content

Phonology, Morphology, Syntax, Vocabulary, Culture as encountered in the selections studied

From Basic Text
Lire, Parler et Ecrire
and Supplementary text or references as suggested below for particular selections - La France: Une Tapisserie

1) "La Rôle de l'Ecrivain" - by Albert Camus (From La France, etc.) Pages 195-198 (includes exercises) (additional exercises pates 198-200)
2) From text, Lire, Parler Ecrire Michel Conday - "Les Deux Tendresses" (short story) Pages 246-250; exercises pp. 361-363. Discussion of style and opinions of students; character study.
3) Jaques Prevert - "Pour faire le portrait d'un oiseau" poem Page 213; exercise page 354. Memorize poem - for expression intonation, pronunciation.
4) "Sans Claude Debussy il n'y aurait plus de musique." Pages 197-199 (see ex. back of text, pages 350-351). Introduction to his music, etc. Discussion of other musicians and some operas - slanted to students interested strongly in music. Records of his music.
5) "Delacroix découvre son génie" - Pages 145-7 (see ex. back of text, Pages 336-7)
"Monsieur Secondes" (Georges Mathieu - peintre) contemporain Pages 209-211.

The Arts in France Today

Suggested Resources, Materials, Media, Activities, Methods

List of Resources:

Lire, Parler et Ecrire
La France: Une Tapisserie
"Un petit panorama de la peinture français due 14 ième siècle
à la fin du 19 ième siècle"

Slides, tape and text in French

Methods, Activities*

Introduction to course through an article by Camus tell what art is to an artist.
One short story
One poem
One musician
Two artists
One full length play

Materials, selected in order of difficulty and relationship with, finally, emphasis on a 20th century play by Anouilh in main text (most of those above are from this text)

*Activities suggested as variations to enhance interest and to reinforce student's ability to manipulate the four skills:

1) oral

   a. Explanation by teacher of phonetic and intonational problems instead of mimicry employed at earlier levels.
   b. Students give oral résumé of plots, or characterization, etc.
   c. Students give oral reports on author and his works.
   d. Discussion of the work being studied.

2) Written

   a. résumés of scenes of play
   b. rewrite scenes for presentation by class
   c. free composition, personal reaction to works, etc.)
   d. dictees

Suggestions for Evaluation
French 364010
"The Arts in France Today"

The student is able:

I. to follow conversation, class discussion, or short lecture in French.

Given 10 questions based on a 10-minute lecture, conversation or discussion, the student is able to respond appropriately with 80% accuracy in acceptable oral or written French.

II. To give a short, planned talk which is understood by his classmates.

Given a topic, the student is able to give a 10-minute talk in appropriate, correct French and ask questions to which his fellow students can respond with 80%* accuracy.

III. To contribute to class discussion.

During a 20 minute, planned class discussion, the student must make an appropriate contribution; in acceptable French.

IV. To read easily for comprehension.

Given a paragraph of about 10 sentences, the student is able to summarize in appropriate oral or written French the central theme of the paragraph, or answer questions with 80% accuracy.

V. To prepare in and out of class a written summary or report, with access to needed materials.

Given selected topics, the student is able to write a report of two pages in length in appropriate French.

VI. To read articles and plays in French.

VII. To list similarities as well as the differences of French-speaking people with English-speaking people.

Class discussion, debate, paragraph, question-answer in appropriate oral or written French.

VIII. To describe some aspects of the French contribution to the world in contemporary art, music, literature, cinema, and drama.

Reports and projects following basic criteria in each of these fields in appropriate oral or written French.

---

*variable according to teacher's discretion

French Department

Course Number 364020

Teenage Life in France Today

Description of Course:

A view of teen-age life in France and a study of the social and economic changes in French life since the Second World War.

Administrative Requirements:

1) A maximum of 20 students
2) A tape recorder in the classroom
3) Access to a record player, film and filmstrip projector, and other audio-visual aids
4) Sufficient number of texts
5) Appropriate recorded tapes for the teacher
6) Class sessions of 75 minutes, 3 days a week on alternating days highly recommended

Course recommended for students who have successfully completed Intermediate French F, and who wish to continue the study of French and whose course selection has been approved by a French teacher

or

Students who can do the following:

a. read with facility in understanding specified material
b. reply readily to questions based on reading selections
c. discuss in the language the material read
d. summarize the material read in writing with acceptable use of vocabulary and language structure or orally with the same plus good pronunciation and intonation
e. recognize and use appropriately in conversation or in reading and writing the essential grammatical structures
f. demonstrate some acquaintance with the French culture

Teen-age
Life in France Today

Objectives of Course

The student is able:

1) to follow conversation, class discussion, or short lecture in French

2) to give a short, planned talk on a chosen topic in French

3) to contribute to class discussion

4) to read easily for comprehension

5) to prepare in and out of class a written summary or report, with access to needed materials

6) to describe some characterestics of journalistic style as a distinct literary style as seen in contemporary French magazines and pamphlets

7) to list ways in which youth in France today have a kinship with youth in the U.S. and all over the world

8) to identify the nature and extent of the social and economic changes in France since the end of World War II

9) to evaluate characteristics of French youth objectively

10) to list ways the study of the French language may aid in the promotion of understanding and good will among the youth of the world

11) to describe journalistic writing style in France as an appropriate means of mass written communication

12) to identify contemporary problems facing French youth as compared and contrasted with his own.

13) to list some aspects of the French character and nature as reflected in their journalistic writings

Suggested Content

Phonology, Morphology, Syntax, Vocabulary, Culture as encountered in the selections studied.

From Basic Text
Lire, Parler, et Ecrire - HR&W
1) "Une Nouvelle Classe sociale est née - les "teen-agers"," p. 8
2) "Le monde vu par une classe d'un grand Lycée parisien" p. 35
3) "La question du trichage en Classe, p. 187.
4) "Votre souci No. 1: Le bac," p. 240
5) "Vacances à 5000 km. de Paris," p. 231
6) "Le savoir vivre-des jeunes filles d'aujourd'hui," p. 22
7) "Recommandations pour la jeune invitée" p. 42
8) "Le ski," p. 67
9) "Le Champion de ski," p. 70
10) "Une collection de Haute Couture," p. 72
11) "Retour à Paris," p. 3
12) "Les Parisiens!" Ils ont l'air tragique!" p. 134
13) "La circulation - le code de la route," p. 148
14) "Parisiens et provinciaux" p. 166
15) "C'est gai! C'est sain! C'est Patriotique! C'est Intervilles," p. 6
16) "Comme nous avons changé!" p. 17

Supplementary:
1) Andre Maurois: Conseils a un jeune Francais P. 227
2) Estes - vous discipliné P. 189

Teen-age Life
in France

Suggested resources, Materials, Media, Methods, Activities

List of Resources:*

Lire, Parler, et Ecrire
Promenades En France
Chez Les Francais - Chapter 4
Aspects de la France
Une Année en France - filmstrips on France with tapes and text
Les Français - Wylie and Beague
French magazines for teen-agers
Sources for pen pals
Emergent Model - Howard Nostrand (for teachers)
French Civilization through Fiction (for teacher)
"Le Journal de Martine"
"Le sous Prefet Aux Champs"
"Les Amateurs de Spectacle"

*See appendix for specific references

Methods, Activities

For each selection

1) Assign to be read the night before
2) Read orally in class - have students read aloud
3) Ask questions and clarify
4) Use Parler et Ecrire section
    a. Exercises written to clarify
    b. Conversation leads - assign to groups

Oral reports from reference shelf on education, recreation, news events which affect young people.

Pen Pal correspondence can be very good motivation, cultural orientation, practice in writing and idioms.

Suggestions for Evaluation
French 402
"Teen-agers and Teen-age Life in France Today"

The student is able:

I. To follow conversation, class discussion, or short lectures in French.

Given 10 questions based on a 10 minute lecture, conversation or discussion, the student is able to respond with 80% accuracy in appropriate oral or written French.

II. To give a short, planned talk in French which is understood by his classmates.

Given a particular topic, the student is able to give a 10 minute talk in correct French and ask questions to which his fellow students will respond with 80%* accuracy.

III. To contribute to class discussion.

During a 20 minute, planned class discussion, the student must make an appropriate contribution orally.

IV. To read easily for comprehension.

Given a paragraph of about 10 sentences, the student is able to summarize in appropriate oral or written French the central theme of the paragraph, or answer questions with 80% accuracy, also in appropriate oral or written French.

V. To write a summary or report with access to needed materials.

Given selected topics the student is able to write a report of 2 pages in length in appropriate French.

VI. To describe some characteristics of journalistic style as a distinct literary style, as seen in contemporary French magazines and pamphlets.

Given a particular reading or article in French, the student is able to classify it, in oral or written French, as news reporting, feature, editorial comment, or sports.

VII. To list ways in which youth in France today have a kinship with youth in the U.S.

The student will list in appropriate oral or written French five common interests of youth in the U.S. and give specific examples for each interest

---

* variable at teacher's discretion

VIII. To identify the nature and extent of the social and economic changes in France since the end of World War II.

The student must discuss three incidences of social and economic changes in French life since World War II in appropriate oral or written French. (family, urban-rural movement, standard of living, education)

IX. To list characteristics of French youth objectively in appropriate oral or written French.

X. To list ways the study of the French language may aid in the promotion of good will among youth of the world.

(common interests and problems and their communication through pen pals, etc.)

XI. To identify journalistic writing style in France as appropriate means of mass written communication.

(dispersing of news, features, and editorial comment and the effect it has on areas of France. Ex: general strikes during the 1968 crisis)

XII. To identify contemporary problems facing French youth as compared and contrasted with his own.

(List with examples problems common to U.S. and French young people and problems particular to each in appropriate oral or written French)

Ex. To go on to the university French students must pass the bac. How do they feel about it? In U.S. getting accepted to the university is not as difficult; however, French universities are free and U.S. students must pay to go to the U.S. universities. How does the U.S. student handle his financial problem?

French Department

Course Number - 364030 French Politics and Professions

Description of Course:

A study through mass media of some trades and professions in France and of the structure of the French government.

Administrative Requirements:

1) A maximum of 20 students
2) A tape recorder in the classroom
3) Access to a record player, film and filmstrip projector, and other audio-visual aids
4) Sufficient number of texts
5) Appropriate recorded tapes for the teacher
6) A reference shelf of appropriate materials

Course recommended for students who have successfully completed Intermediate French F, and who wish to continue the study of French and whose course selection has been approved by a French teacher

or

Students who can do the following:

a. read with facility in understanding specified material
b. reply readily to questions based on reading selections
c. discuss in the language the material read
d. summarize the material read in writing with acceptable use of vocabulary and language structure or orally with the same plus good pronunciation and intonation
e. recognize and use appropriately in conversation or in reading and writing the essential grammatical structures
f. demonstrate some acquaintance with the French culture

French Politics and Professions

Objectives of Course

The student is able:

1) to follow conversation, class discussion, or short lecture in French
2) to give a short, planned talk on a chosen topic in French
3) to contribute to class discussion
4) to read easily for comprehension
5) to prepare in and out of class a written summary or report, with access to needed materials
6) to identify various trades and professions and their inter-relationship within French social structure
7) to compare and contrast the structure and administration of the French government with that of the United States
8) to list some characteristics of journalistic style in contemporary journalistic and non-fiction writings
9) to comprehend a typical French radio broadcast

Suggested Content

Phonology, Morphology, Syntax, Vocabulary, Culture as encountered in the selections studied.

Basic Texts:

ALM II, "Le Pardon des Terres - Neuvas"
ALM III, "Les Métiers dont rêvent les Français"
"Le Préfet, cet inconnu qui gouverne la France"
"Faut que ça roule"
"La confession angoissée d'un petit épicier"
ALM IV, "La vie d'un ouvrier de la région parisienne"
La France: Une Tapisserie "Travail et Métiers" - Tableau 8
2 weeks
"La vie d'un ouvrier français"
Lire, Parler, et Ecrire "Jobs de demain" 6 idées de travail
La France et Les Français "L'agriculture française"
"L'industrie française"
"La population française"
"La vie politique en France"

Panorama de la France Moderne
"C'est le fermier le plus révolutionnaire de France"
"La réaction à la situation de travail"
"Le Peuple est représenté..."
"La révolution a été perdue.."

Texts, if not available in the school, might be made available by borrowing from other schools, or by having small groups of students (less than 10) reading selections from different materials purchased through the library.

Suggestions for Evaluation

"French Politics and Professions"

The student is able:

1) to follow conversation, class discussion, or short lecture in French

   Given 10 questions based on a 10 minute lecture, conversation or discussion, the student is able to respond appropriately with 80% accuracy in oral or written French.

2) to give a short, planned talk on a chosen topic in French

   Given a topic, the student is able to prepare a 10 minute talk in correct French and test questions to which his fellow students can respond with 80%* accuracy.

3) to contribute to class discussion

   Given a 20 minute, planned class discussion, the student must make an appropriate contribution at least 2 or 3 times in acceptable French.

4) to read easily for comprehension

   Given a paragraph of about 10 sentences, the student is able to summarize in appropriate oral or written French the central theme of the paragraph, or answer questions with 80% accuracy in appropriate oral or written French.

5) to prepare in and out of class a written summary or report, with access to needed materials

   Given selected topics the student is able to write a report of 2 pages in length in appropriate French with not more than 3 serious errors.

6) to identify various trades and professions and their inter-relationship within French social structure.

   Student will be able to write a theme in appropriate French or make appropriate contributions in acceptable French to a class discussion on why the French place their values on certain occupations. What are these occupations and what do they tell us about French character?

7) to compare and contrast the structure and administration of the French government with that of the U.S.

   Students are able to report in appropriate oral or written French on the basic aspects of the French governmental structure with a view to the history of republican government in France. Would the 5th republic have survived without DeGaulle? Will it survive with Pompidou?

---

* variable at teacher's discretion

Resources, Continued

Unit 32 - Selection from "Annapurna" (suite et fin)
  1) **Introduce basic sentences. Play tapes of basic sentences.**
  2) Read Basic Text and assign questions to be answered
  3) Oral discussion and questions on basic text.
  4) Introduce Structure Drills.
    a. Idiom Drills
    b. Indicative verbs Subjunctive in Adjective Clauses
    c. Subjunctive following the superlative and premier, dernier, seul, ne. . .que.
    d. Verbs with Reflexive Pronouns, Reciprocal use.
  5) Conversation, p. 393
  6) Directed Writing, p. 394

Unit 33 - (Reading selection from Réalités and L'Express Presenting various aspects of the French character, government, and trades and professions as reflected in the daily life.)
  1) Introduce basic sentences. Play tape of basic sentences.
  2) Read "Les Métiers Dont Rêvent les Français" and assign questions for written and oral work. (This article presents a survey to determine the attitude of the French people toward various professions according to financial state, social prestige, moral value, stability satisfaction, etc.)
  3) Read "Le Préfet, Cet Inconnu Qui Gouverne la France" and assign questions for written and oral work.
  4) Read "Faut Que Ça Roule!" And assign questions for written and oral work. (This article is a realistic interview with a Parisian traffic policeman.)
  5) Read "La Confession Angoissée D'Un Petit Épicier and assign questions. for written and oral work. (This article presents the point of view of a small, independent businessman toward the new chain stores and the increasing tendency toward automation and Americanization in French life and habits.)
  6) Introduce Structure Drills
    a. Acquérir and conquérir
    b. Idiom Drills
    c. Possession (Possessive pronouns and possessive à)
    d. Review of verbs used with indirect object and de plus infinitive.
  7) Conversation, p. 438
  8) Writing, p. 438

French Politics and Professions

Suggested Resources, Materials, Media, Methods, Activities

Resources:

ALM - Level III - books and tapes

Activities, Methods:

Procedures are suggested in the presentation of each unit. It should be noted that the suggested procedures for each unit follow essentially the same pattern with some variations adopted to the particular unit. The basic pattern of procedure is as follows:

1) Introduction of new vocabulary and constructions using techniques of class repetition and listening tapes.
2) Reading comprehension of basic text.
3) Oral pattern practice of structure drills which introduce new constructions and idioms.
4) Using class response and listening tapes. Writing exercises and practices related to oral structure drills

Unit 21 - "Journal Parlé da Soie" - (Presents a French radio broadcast including a weather forecast and an interview)

1) Introduce basic sentences (new vocabulary).
2) Read "Journal Parlé du Soir" and assign questions to be answered. Play Tapes of Basic Sentences & Basic Text
3) Oral discussion and questions on "Journal Parle Du Soir"
4) Present Structure Drills
    a. **Enteindre, peindre, rejoindre**
    b. The subjunctive mood
        (1) Formation of subjunctive
        (2) Subjunctive following expression of **desire or emotion**
        (3) Subjunctive following impersonal expressions **of necessity and emotion**
    c. Demonstrative Pronouns
    d. Unit 7 thru 14 - Review
5) Play tapes of Structure Drills
    Read "Le Tour De France" and assign questions to be answered.
    Oral discussion and questions on "Le Tour de France."
    Directed conversation. (Conversation Build-Ups, p. 32)
6) Assign writing Drills found in structure Drills

Unit 31 - Selection from "Annapurna"

1) Introduce basic sentences. Play tape of basic sentences
2) Read Basic Text and assign questions to be answered
3) Oral discussion and questions on basic text.
4) Introduce Structure Drills.
    a. Subjunctive following certain verbs and conjunctions
    b. Subjunctive following expressions of doubt and disbelief
    c. Use of the present and perfect subjunctive
    d. Review of verbs with reflexive pronouns
5) Play tapes of Structure Drills
6) Assign Writing Drills found in Structure Drills
7) Conversation, p. 356.
8) Directed Writing pp. 357-358.

French Politics and Professions

Objectives of Course	Suggested Content
	Petit Miroir de la Civilization Francaise pp. 136-150.
	Chapter XXV. La France depuis la seconde Guerre Mondiale pp. 91-95 in Un Conp D'Oeil Sur La France by Claudine Coulanyes and Blake Daniel - Nathinal Textbook Corp.
	Lableau 8. "Travail et métiers", pp. 162-181 of La France: Une Tapisserie, Politzer, McGraw-Hill
	"Le Gouvernement, L'Administration et Les Écoles," pp 17-22. "Les Traits Caracteristiques des Français," pp. 23-26 in La France, by Hills and Dondo, D.C. Health & Co.
	Chapter 4. "La France D'aujourd'hui" pp. 107-191 in Chez Les Français, Lucette Rollet Nenan, Harcourt, Brace, & World, Inc.

French Department

Course Number - 364040

The New France

Description of Course:

A study of French life from the early forties to present time.

Administrative Requirements:

1) A maximum of 20 students
2) A tape recorder in the classroom
3) Access to a record player, film and filmstrip projector, and other audio-visual aids
4) Sufficient number of texts
5) Appropriate recorded tapes for the teacher
6) A reference shelf of appropriate materials

Course recommended for students who have successfully completed Intermediate French F, and who wish to continue the study of French and whose course selection has been approved by a French teacher

or

Students who can do the following:

a. read with facility in understanding specified material
b. reply readily to questions based on reading selections
c. discuss in the language the material read
d. summarize the material read in writing with acceptable use of vocabulary and language structure or orally with the same plus good pronunciation and intonation
e. recognize and use appropriately in conversation or in reading and writing the essential grammatical structures
f. demonstrate some acquaintance with the French culture

The New France

Objective of Course

The student is able:

1) to follow conversation, class discussion, or short lecture in French
2) to give a short, planned talk on a chosen topic in French
3) to contribute to class discussion
4) to read easily for comprehension
5) to prepare in and out of class a written summary or report, with access to needed materials
6) to list similarities of French students with American students of the same age group
7) to identify aspects of French life from the early forties to the present time, particularly the daily and underground activities during *La Résistance*
8) to list factors contributing to the Frenchman's attitude toward American industrial impact on the lives of the French

Suggested Content

Phonology, Morphology, Syntax, Vocabulary, and Culture as encountered in the selections studied.

From - *ALM*, *Level 4*
Conversations from: Unit 34, p. 1-2; Unit 35, p.25; Unit 36, pp. 53-55; Unit 37, pp. 77-79; Unit 38, pp. 99-100; Unit 39, pp. 123-125; Unit 41, pp.171-172; Unit 42, pp. 193-194; Word study: p.3, p. 101, pp. 125-126, p. 173, p. 284; Reading selections: "La vie d'un Ouvrier," pp. 4-4: "La vie de Château," pp. 13-20; "Vent de Sable," pp. 102-117; "Aspects du character Français," pp. 126-140; "La Résistance Française," 149-163; "L'Embarquement pour Gilbraltar," pp. 173-188; "La Carte 'Extraits du Journal de Jules Flegmon," pp. 315-337; "Cités Sans Passé," pp. 285-299; Dictation: p, 410, p. 412, p. 413, p.414, p. 418, p. 417

The New France

Suggested Resources Materials, Media, Methods, Activities

Resources:
ALM Level 4 - texts and tapes current magazines and newspapers printed in France

Methods, Activites:

1) Introduce new vocabulary and constructions using listening tapes, context clues, definition in the language.

2) Read selections for comprehension.

3) Use oral pattern practice of structure drills which introduce new constructions and idioms.

4) Write exercises and reports related to oral structure drills, reading selections, and related topics.

5) **Structure rôle playing, discussion, oral reports.**

Suggestions for Evaluation

1) Ask questions orally or in writing or request an oral or written summary after student listens to: taped conversations, readings or lectures; class discussions; lectures or paragraphs read by teacher, reports by classmates.

2) Talk should be evaluated on reasonable fluency, adequate control of structure and vocabulary.

3) Students should ask relevant questions and make appropriate comments.

4) Students are given a paragraph or short selection to read. Then they answer questions about: content, structures, idioms, vocabulary, style.

5) With access to needed materials (text, French-English dictionary, articles, ect.) the student can write on relevant topics. These reports should be graded on expression of ideas and use of structures and vocabulary.

French Department

Course Number - 364050 The French Approach to Life

Description of Course:

A study of Gallic values as reflected in the French way of life.

Administrative Requirements:

1) A maximum of 25 students
2) A tape recorder in the classroom
3) Access to a record player, film and filmstrip projector, and other audio-visual aids
4) Sufficient number of texts
5) Appropriate recorded tapes for the teacher
6) A reference shelf of appropriate reading materials in the classroom

Course recommended for students who have successfully completed Intermediate French F, who wish to continue the study of French and whose course selection has been approved by a French teacher

or

Students who can do the following:

a. read with facility in understanding specified material
b. reply readily to questions based on reading selections
c. discuss in the language the material read
d. summarize the material read in writing with acceptable use of vocabulary and language structure or orally with the same plus good pronunciation and intonation
e. recognize and use appropriately in conversation or in reading and writing the essential grammatical structures
f. demonstrate some acquaintance with French culture

The French Approach to Life

Objectives of Course

The student is able:

1) to follow conversation, class discussion, or short lecture in French.

2) to give a short, planned talk on a chosen topic in French.

3) to contribute to class discussion

4) to read easily for comprehension

5) to prepare in and out of class a written summary or report, with access to needed materials.

6) to list some differences and similarities in attitudes, values, daily life, and humor in France and in the United States.

The French Approach to Life

Suggested Content

Phonology, Morphology, Syntax, Vocabulary, Culture as encountered in the selections studied.

From Basic Text -

La France: Une Tapisserie - tableaux 1,5,12, 8
and other related articles from periodicals, and other resources

Supplementary (listed by Tableaux):

1) filmstrip and text No. 30, "Un Village Savoyard" from Images de la France Contemporaine by Louis and Juguette Chatagnier - see Atlanta Schools Film Library
or, Carcassone, from the state library (Atlanta Film Library) - for this, be sure to request the soundtrack in French

5) Le tour de monde du rire by Pierre Daninos as supplementary reading for interested students

12) L'ame des peuples by Andre Siegfried, or an expanded excerpt from Seigfried such as found in the fourth level ALM text, unit 39, p. 126-140. For stimulating discussion and deeper understanding of L'Unite Nationale, it is heartily recommended that the teacher read at least "Aspects du caractere francais" from the ALM book.
Copies of some of deGaulle's speeches or even books would be excellent supplements

8) L'Ame des peuples by Andre Siegfried

Suggested Resources, Materials, Media, Methods, Activities

Resources:

La France: Une Tapisserie - McGraw Hill text and tapes

Methods, Activities:

1) Read teacher's guide for treatment of each portion of the tableaux.
2) Structure drills may be used at the discretion of the teacher.
3) Exercises provide good topics for class discussion.
4) Conversations based on stories may be planned by 3 or 4 students.

Suggestions for Evaluation

"The French Approach to Life"

The student is able:

1) to follow conversation, class discussion, or short lecture in French.

Given 10 questions based on a 10 minute lecture, conversation or discussion, the student is able to respond with 80% accuracy in appropriate oral or written French.

2) to give a short, planned talk on a chosen topic in French

Given a topic, the student is able to prepare a 10 minute talk in appropriate, correct French and test questions to which his fellow students can respond with 80%* accuracy.

3) to contribute to class discussion

Given a 20 minute, planned class discussion, the student must make an appropriate contribution in acceptable French at least 2 or 3 times.

4) to read easily for comprehension

Given a paragraph of about 10 sentences, the student is able to summarize in appropriate oral or written French the central theme of the paragraph, or answer questions with 80% accuracy in appropriate oral or written French.

5) to prepare in and out of class a written summary or report, with access to needed materials.

Given selected topics the student is able to write a report of two pages in length in appropriate French.

6) to list some differences and similarities in attitudes, values, daily life, and humor in France and in the United States.

The students are able to write a one page theme on any of the above topics, using adequate French written form and style.

---

*variable at teacher's discretion

French Department

Course Number 364060 France: A Film Introduction

Description of Course:

Scenes in France present French people and environment; intensive practice in oral communication.

Administrative Requirements:

1) A maximum of 20 students
2) A tape recorder in the classroom
3) A film projector in the classroom
4) Appropriate films and recorded tapes for the teacher
5) Daily classes recommeded

Course recommended for students who have successfully completed Intermediate French F, and who wish to continue the study of French and whose course selection has been approved by a French teacher

or

Students who can do the following:

a. read with facility in understanding specified material
b. reply readily to questions based on reading selections
c. discuss in the language the material read
d. summarize the material read in writing with acceptable use of vocabulary and language structure or orally with the same plus good pronunciation and intonation
e. recognize and use appropriately in conversation or in reading and writing the essential grammatical structures
f. demonstrate some acquaintance with the French culture

France: A Film Introduction

Objectives of Course

The student is able:

1) To follow conversation, class discussion or short lecture in French

2) To give a short, planned talk on a chosen topic in French

3) To contribute to class discussion

4) To identify salient geographical and historical features of France

5) To identify significant personalities in French history, literature, and the contemporary scene

6) To list some ways in which the French language is inseparable from the cultural environment of France.

Suggested Content

Phonology, Morphology, Syntax, vocabulary, Culture as encountered in the selections studied.

From Basic Text

Je Parle Francais (EBF)

1) Lessons 11, 12, 13, 14, 15 17, 19, 21, 31, 33, 41, 42, 48, 52, 59, 63, 65, 77, 79, 80, 81, 85, 86, 87, 88, 90, 91, 92, 94, 95, 106, 120

France: A Film Introduction

Objectives of Course

The student is able:

1) to follow conversation, class discussion, or short lecture in French.

2) to give a short, planned talk on a chosen topic in French.

3) to contribute to class discussion

4) to identify salient geographical and historical features of France in appropriate oral or written French.

5) to identify significant personalities in French history, literature, and the contemporary scene in appropriate oral French.

6) to discuss in acceptable French (orally or in writing) some ways in which the French language is inseparable from the cultural environment of France.

Suggested Content

Phonology, Morphology, Syntax, vocabulary, Culture as encountered in the selections studied.

From Basic Text

Je Parle Francais (EBF)

1) Lessons 11, 12, 13, 14, 15 17, 19, 21, 31, 33, 41, 42, 48, 52, 59, 63, 65, 77, 79, 80, 81, 85, 86, 87, 88, 90, 91, 92, 94, 95, 106, 120

France: A Film Introduction

Suggested resources, Materials, Media, Methods, Activities

List of Resources:

Je Parle Français

Methods, Activities

For each selection in Je Parle Français

1) 11 through 21 - Show three films the first week to review vocabulary. Not more than three films per week thereafter.
2) To the Teacher Margot, the principal character, is an American student who goes to France with her uncle Pierre to visit and to improve her French. Anne is a French student. Other characters will be understood as they appear briefly during the trip to France.
3) How to teach with films -
   Use the visual first
   1) show film twice
   2) ask questions (found in book) about film
   3) divide class into 2 sections and have questions by one section; other section answers
   4) assign parts to individuals to learn overnight for next day's work.
   5) to vary from the oral and not lose the written art of the language have one dictation a week as a written test - and at varied times have each student write a resume of the film in his own words in French.

*Note: Review article on use of films in preface of this guide.

Suggestions for Evaluation
French 364060
"France: A Film Introduction"

The student is able:

1) to follow conversation, class discussion, or short lecture in French

   Given 10 questions based on a 10 minute lecture, conversation or discussion, the student is able to respond appropriately with 80% accuracy in acceptable oral or written French.

2) to give a short, planned talk on a chosen topic in French

   Given a topic, the student is able to prepare a 10 minute talk in correct French and test questions to which his fellow students will respond with 80%* accuracy.

3) to contribute to class discussion

   Given a 20 minute, planned class discussion, the student must make an appropriate contribution in acceptable French at least 2 or 3 times.

4) to identify salient geographical and historical features of France in appropriate oral or written French.

   (Brittany, Normandy, Mont St. Michel, Paris, Carcassonne, etc.)

5) to identify significant personalities in French history, literature, and the contemporary scene in appropriate oral or written French with 80% accuracy.

   (Louis XIV, Charlemagne, Charles Martel, Jeanne d'Arc, Napoléon, Rabelais, Molière, Voltaire, Victor Hugo, Sartre, Clémenceau, De Gaulle)

6) to discuss, orally or in writing, in acceptable French some ways in which the French language is inseparable from the cultural environment of France.

---

*variable at teacher's discretion

Suggested Content

Phonology, Morphology, Syntax, Vocabulary, Culture as encountered in the selections studied.

From Basic text:
  Je Parle Français (EBF)
  1) Lessons 11, 12, 13, 14, 15, 17, 19, 21, 31, 33, 41, 42, 48, 52, 59
     63, 65, 77, 79, 80, 81, 85, 86, 87, 88, 90, 91, 92, 94, 95, 106, 120

French 364070 French in Review

Description of Course:

A review for advanced students of the common elements of French grammar, in both oral and written form. The materials for this course are designed to make it possible for use as an independent study course.

Basic Text: French for Oral and Written Review - Holt, Rinehart and Winston

Pattern Practice Manual with text or exercise Manual for Le Français: Parler et Lire

Tapes for each chapter or ALM I, II, III tapes

Supplementary Texts: ALM I, II, III
Le Français: Parler et Lire

Administrative Requirements:

1) Much of the work is independent so the students can be scheduled at any class period in the day with any level students

2) Sufficient texts and workbooks

3) Electronic classroom and tapes available all day

Course recommended for students who have completed at least two quarters of advanced French, and may serve for students who wish a refresher course in grammar at the end of their senior year. Since the course is designed for independent study even a single student might be scheduled for this at the time the teacher has a different French class.

(Mimeographed student worksheets available from coordinator of Foreign Languages)

Objectives of Course

1) to manipulate in oral and written French cumulative structures reviewed in this course.

   Structures reviewed:
   - Interrogatives
   - Adjectives
   - Adverbs
   - Personal Pronouns
   - Participles
   - Possessives
   - Past Tenses in Narration
   - Demonstratives
   - Tenses
   - Relatives
   - Subjunctive
   - Article
   - Partitive
   - Passive Voice
   - The verb "devoir"
   - Verbs with Prepositions

2) to read easily for comprehension.

3) to prepare in and out of class a written summary or report, with access to needed materials.

Suggested Content

Basic Text: French for Oral and Written Review, Chapters 1-16, excluding Problem Words

The Texts Nos. 1 through 8
Pattern Practice Manual or Exercise Manual
for Le Français: Parler et Lire
Tapes: ALM I, II, and III

Chapter I - Interrogatives
Exercises written
Tape: 1) ALM III - Unit 27, p.185-186
Drills 6, 7, 8, 9
2) ALM - Unit 27, p. 180-182,
Drills 2, 3, 4, and 5

Chapter II - Adjectives
Exercises written
Tapes: 1) ALM I - Unit 5, p. 35, 36, 37
2) ALM I - Unit 13, p. 153, 154,155
3) ALM I - Unit 14, p. 164, 165, 166
4) ALM III - Unit 25, p. 131, 132
Drills 1, 2, 3, 4
5) ALM III, Unit 25, p. 134, 135
Drills 5 and 6
6) ALM III - Unit 25, p. 155-156
Drills 5, 6, 7, 8

Chapter III - Adverbs
Exercises written
Tapes: 1) ALM III - Unit 22, p. 52, Drills 5, 6

Chapter IV - Personal Pronouns
Exercises written
Tapes: 1) ALM I - Unit 9, pp. 94, 95, 96, 97
2) ALM I - Unit 10, p. 110, 111
3) ALM I - Unit 11, p. 121, 122
4) ALM II - Unit 17, pp. 120-122
Drills 11, 12, 13, 14, 15, 16
5) ALM II - Unit 18, pp. 150-151
Drills 13, 14, 15, 16, 17
6) ALM II - Unit 19, pp. 186-187
Drills 10, 11, 12, 13
7) ALM II - Unit 15, pp. 58, 59
Drills 16, 17, 18, 19, 20, 21 (stress)

Chapter V - Participles
Exercises written
Tapes: 1) ALM I - Unit 8, pp. 77-80
2) ALM III - Unit 33, p. 430-432,
Drills 2, 3, 4, 5

Chapter VII - Past Tense in Narration
Exercises written
No tapes

Objectives of Course

Suggested Content

Chapter VIII - Demonstratives
Exercises written
Tapes: 1) ALM I - Unit 13, pp. 152-153
2) ALM III - Unit 21, pp. 27-29
Drills 18, 19, 20
Chapter IX - Tenses
Exercises Written
No tapes
Chapter X - Relatives
Exercises written
Tapes: 1) ALM II - Unit 19, pp. 190-192
Drills 19, 20, 21, 22
2) ALM II - Unit 16, pp. 94-95,
Drills 25, 26, 27
Chapter XI - The subjunctive
Exercises written
Tape: ALM II - Unit 21, p. 14-25, Drills 5-17
Chapter XII - The Article
Exercises written
Tapes: 1) ALM I - Unit 3, pp. 15-18
2) ALM I - Unit 5, pp. 33-35
Chapter XIV - Passive Voice and Causative Construction
Exercises written
No tapes
Chapter XV - Devoir
Exercises written
No tapes
Chapter XVI - Prepositions
Exercises written
No tapes

The student should bring each set of exercises to the teacher for inspection. At the end of two chapters there should be some type of unit quiz to test skills. Then the students should be allowed to read the texts in the back of the book. By these readings after every two chapters the students will have more diversity of activity and will be able to use their reinforced skills practically. There should also be some composition practice.

Suggestions for Evaluation
French 364070

1. To manipulate in oral and written French the cumulative structures reviewed.

   Given 50 oral and 50 written sentences using the structures listed, the student is able to respond accurately 80% of the time.

   Tense Sequence

   Si nous marchons vite nous ________________ à l'hôtel avant l'orage. (cue: arriver)

2. To read easily for comprehension.

   Given any of the texts at the back of the book, the student is able to summarize appropriately in oral French the central idea of the story or answer in appropriate oral French 10 questions with 80% accuracy.

3. To prepare in and out of class a written summary or report, with access to needed materials.

   Given a particular topic the student is able to write in appropriate French a 100 word composition with no more than three mistakes.

French Department

Course Number - 364080

Highlights of French Literature

Basic Text: Les Grandes Heures Littéraires - McGraw Hill

Supplementary: Gens de France - Holt, Rinehart and Winston

Description of Course:

An introduction to highlights of French literature from the Middle Ages through the 19th Century.

Administrative Requirements:

Must have had three quarters of predominantly 20th Century material including French 401.

Highlights of French Literature

Objectives of Course

The student is able:

1) to follow conversation, class discussion, or short lecture in French

2) to give a short, planned talk on a chosen topic in French

3) to contribute to class discussion

4) to read easily for comprehension

5) to prepare in and out of class a written summary or report, with access to needed materials

6) to list characteristics of the major movements in French literature. e.g. Classicism, Romanticism, Realism, Symbolism

7) to list some biographical information of the great authors and the literary periods to which they belong

8) to list the literary characteristics of the period as they are found in each selection

9) to gain an insight into the beauty of form and discipline in French literature that has stood the test of time

Suggested Content

Selections extracted from the following:

I) Contes et Nouvelles
    Maupassant - "Le Horla" - 19ième siècle

II) La Poésie
    Villon - "Ballade des dames du temps jadis"
    Charles d'Orléans - "Rondel"
    Ronsard - "Ode à Cassandre"
    Musset - "Tristessê"
    Hugo - "Les Djinns"
    La Fontaine-"Le Loup et le Chien"
    Vigny - "La Mort du Loup"
    Rimbaud - "Le Dormeur du Val"

III) Pièces Courtes
    Anonyme: "Le Farce de maître Pathelin"

IV) Romans
    Flaubert - La Mort d'Emma
    *Rabelais - L'Education de Gargantua
    Stendhal - Fabrice à Waterloo
    Zola - Mineurs en grève

V) Comédie
    Marivaux - "Le Jeu de l'Amour et du Hasard"
    Beaumarchais. "La Folle Journée"
    Molière - "Le Bourgeois Gentilhomme"

VI) Tragédie
    Corneille - "Le Cid"
    Racine - "Andromaque"

VII) Lettres
    Voltaire - Choix de Lettres
    Rousseau - Réponse de Rousseau

VIII) Essais
    Montesquieu - "Du Principe de la Démocratie"
    Alain - "Propos sur l'éducation"

IV) Méditations
    All - at discretion of teacher

*at the discretion of the teacher

French 364080

Suggestions for Evaluation

Highlights of French Literature

The student is able:

1) to follow conversation, class discussion, or short lecture in French

Given a 10 minute French lecture in French on classicism in the 19th century, the students are able to answer in appropriate oral and written French 10 questions about the lecture with 80% accuracy.

2) To give a short, planned talk on a chosen topic in French

Given the topic, "Molière", the students will give in appropriate French a 10 minute talk and test questions on this topic to which his classmates will respond with 70% accuracy.

3) To contribute to class discussion

Given a 20 minute, planned class discussion on Romanticism and Victor Hugo, the student must make an appropriate contribution in acceptable French at least 2 or 3 times.

4) to read easily for comprehension

Given the selection "La Mort d'Emma" by Flaubert, the students will write an appropriate summary in French, or answer questions with 80% accuracy in appropriate oral or written French.

5) To prepare in and out of class a written summary or report, with access to needed materials

Given selected topics such as "Voltaire and Rousseau, Les Hommes de la Révolution," the student is able to write a report of 2 pages in length in appropriate French.

6) To list characteristics of the major movements in French literature.

Given a list of 10 characteristics of various literary periods, the student is able to match the characteristic with the proper literary period in appropriate oral and written French.

e.g.
la couleur locale - Romanticism
la musicalité - Symbolism
l'unité de temps - Classicism

7) To list some biographical information of the great authors and the literary periods to which they belong

Given a major author studied, the student is able to give 2 or 3 biographical facts in appropriate oral or written French

Suggestions for Evaluation (Continued)

8) To give the characteristics of selections according to the literary period to which they belong

Given the selections studied, the student will designate the literary period to which each belongs, and cite examples of two characteristics of the literature of that period.

9) To gain an insight into the beauty of form and discipline in French literature that has stood the test of time.

The students write a paragraph in appropriate French comparing the comedy of Molière with the comedy of Anouilh.

French Department

Course No. - 364090 History of France

Basic Text: La France et Les Français (revised)

Supplementary: Gens de France (Both texts are Holt books)

Description of Course:

A study of the history and civilization of France from Roman times to the present day.

Administrative Requirements:

Must have had three quarters of predominantly 20th Century material including French 401.

Objectives of Course

The student is able:

1) to follow conversation, class discussion, or short lecture in French
2) to give a short, planned talk on a chosen topic in French
3) to contribute to class discussion
4) to read easily for comprehension
5) to prepare in and out of class a written summary or report, with access to needed materials
6) to trace the unification of the French kingdom from a loosely formed feudal state to the absolute monarchy of Louis XIV
7) to trace the developments leading to the French Revolution and 1st republic
8) to trace the rise and fall of Napoléon
9) to trace the movement toward the rise of the bourgeoisie as the new governmental force of the 19th century
10) to trace the strengths and weaknesses of republicanism in 20th Century France
11) to list characteristics of French daily life, attitudes and values

Suggested Content

Histoire de France - 409
Revised ed. La France et Les Français and Gens de France - Holt books (supplementaire)

Deuxième Partie -

1) Les grandes régions naturelles de la France
2) L'agriculture française
3) L'industrie française
4) Les communications en France
5) La population française
   La vie politique en France
6) Les classes sociales en France
7) La vie religieuse en France
8) La vie scolaire et universitaire
9) La vie intellectuelle en France
10) Les sports en France
11) Le rayonnement française

Première Partie

1) De la Gaule à la France
2) Charlemagne le grand empereur
   Supplementary from Gens de France
   No. 1 La Vie au Moyen Age
3) Saint Louis (may be omitted)
4) Jeanne d'Arc, héroine nationale
5) La vie, L'art, la littérature au Moyen Age - Supplementary from Gens de France - No. 4 - Enseignement au Moyen Age
6) La France de la Renaissance
7) La réforme et les guerres de religion, le protestantisme français
   Supplémentaire de Gens de France
   No. 5 Le XVI ième Siécle
   No. 6 Les guerres de religion
   (May be omitted)
8) Richelieu
9) Le Siécle de Louis XIV
10) Un grand ministre; Colbert
    La vie au XVII ième Siécle
    Supplémentaire from Gens de France
    No. 7 Le XVII ième Siécle
    No. 8 L'envers du grand siecle
11) La Sociéte Française et les idées nouvelles au XXIII ième Siécle
12) Deux grands philosophes: Voltaire et Rousseau

Objectives of Course

Suggested Content

13) La France et l'Amérique
14) La Révolution française
15) Quelques grandes figures révolutionnaires - Mirabeau, Danton et Robespierre - Supplémentaire from Gens de France
    No. 9, La Vie en France au XVIII ième siécle
    No. 10, La Révolution française (May be omitted)
16) Napoléon Bonaparte
17) La Restauration et le Romantisme
18) Victor Hugo et son temps (May be omitted) Supplémentaire de Gens de France
    No. 11 Napoléon Bonaparte
    No. 12 La Société en France au XIX ième siécle
19) Le Second Empire et la 3 ième République
20) Trois grands savants français Louis Pasteur, Pierre et Marie Curie
21) La littérature, et les arts sous la Troisième République
22) La France d'outre-mer (may be omitted) - Supplémentaire de Gens de France
    No. 13: la Société Française sous La Troisième République
23) Les Deux Guerres Mondiales Clémenceau et De Gaulle

Suggestions for Evaluation

French 364090

The student is able:

1) to follow conversations, class discussion, or short lecture in French.

Given 10 questions based on a 10 minute lecture, conversation or discussion on Napoleon's genius, the student is able to respond with 80% accuracy in appropriate oral and written French.

2) to give a short planned talk on a chosen topic in French

Given a topic such as "Great Men of the 20th Century - Clémenceau and DeGaulle", the student is able to prepare a 10 minute talk in appropriate French and test questions to which his classmates will respond with 80%* accuracy.

3) to contribute to class discussion

Given a 20 minute, planned class discussion on "L'art au XIX ieme siécle", the student must make an appropriate contribution in oral French at least twice.

4) to read easily for comprehension

Given a selection, a paragraph of about 10 sentences, the student is able to summarize in appropriate oral or written French the central theme of the paragraph, or answer questions with 80% accuracy, also in appropriate oral or written French.

5) to prepare in and out of class a written summary or report with access to needed materials

Given selected topics from French history or civilization, the student is able to write a report of two pages in length in appropriate French.

6) to trace the unification of the French kingdom from a loosely-formed feudal state to the absolute monarchy of Louis XIV.

Given a particular French dynasty, the student is able to name the strongest rulers of the dynasty and what they did for the unification of France in appropriate oral and written French

e.g.
Carolingian Dynasty - Charlemagne - united all of Europe under one law and one commerce

7) to trace the developments leading to the French Revolution and the 1st Republic

The student is able to write a paragraph or contribute to a class discussion in appropriate French on such topics as "L'indifférence de Louis XV", "Les faiblesses de Louis XVI","Les excès de Louis XIV".

8) to trace the rise and fall of Napoleon

The student is able to write a paragraph or contribute to class discussion on appropriate French on such topics as "Le Génie de Napoléon", and "L'Obsession de Napoléon."

9) to trace the movement toward the rise of the bourgeoisie as the governmental force of the XIX é century.

The student is able to write a paragraph or contribute to a class discussion in appropriate French on the role of the bourgeoisie in the Restauration. Why was Louis-Phillipe called "the Bourgeois King"?

10) to trace the strengths and weaknesses of republicanism in the XXth Century.

The student is able to write a paragraph or contribute to a class discussion in appropriate French on topics relative to 20th Century republicanism in France.

11) to list characteristics of French daily life, attitudes and values

Paragraph or class discussion in appropriate French on social stratification, friendship patterns, attitudes toward strangers, the concept of le foyer, etc.

French Department

Course No. 364100

Family Life in Africa

Description of Course:

Traditional family life in Francophone Africa

Objective:

To acquaint the students with the organization of the traditional African family.

Approach:

An in-depth study-discussion of the traditional African family based on the reading of selected works written by French-speaking black authors.

Suggested Works - Novels:

Camara Laye	L'Enfant noir
Francis Bebey	Le Fils d'Agatha Moudio
	Narratives
Francis Bebey	"Le Marriage d'Edda"
	Essay
Félix Courtois	"La Femme Haitiènne"
	Poems
Leopold S. Senghor	"Femme noire" "Joal"

French Department

Course No. 364110 West Indies Life

Description of Course:

Life and culture in the Francophone West Indies

Objective:

To provide an opportunity to explore more fully the civilization and culture of the French-speaking populations of the Caribbean Islands.

Approach:

An in-depth study-discussion of the traditional African family based on the reading of selected works written by French-speaking black authors.

Suggested Reading: Novels

Philippe-Thoby and Pierre Marcelin	Canapé-vert
Jacques Roumain	Gouverneur de la rosée Haitian Proverbs

French Department

Course Number 364120

The African Today

Description:

How the African of today views himself and his country vis-à-vis the Western World

Objective:

To introduce the students to the African of today and how he views himself and his country vis-à-vis the Western World.

Approach:

Same as French 364110

Suggested Reading - Poems

Diallo Mamadou	"Nous voterons"
David Diop	"Afrique", "Le Temps du Martyr"
Aimé Césaire	"A l'Afrique"
L. S. Senghor	"Aux Soldats Negro-Américains"
Léon G. Damas	"Limbé"
Jean F. Brière	"Me revoici, Harlem"
	Narratives
Francis Bebey	"New Stanley Hotel 1961" "Le Père Noël de Fanta"
	Novels
Bernard Dadié	*Patron de New York* *Nègre à Paris*
Ferdinand Oyono	*Le Vieux Nègre et la Medaille* *Une vie de boy*

APPENDIX

Professional Organizations for Foreign Language Teachers

AATF - American Association for Teachers of French (national and state); publication French Review

ACTFL - American Council on the Teaching of Foreign Languages; quarterly publication: Foreign Language Annals

FLAG - Foreign Language Association of Georgia

MALTA - Metropolitan Atlanta Language Teachers' Association

MLA - Modern Language Association; monthly publication: PMLA

SAMLA - South Atlantic Modern Language Association publication: SAMLA Journal

State Aids for Foreign Language Teachers

State Publication - Foreign Language Beacon, published by Georgia State University

State Foreign Language Consultants - Miss King Trousdale
Mrs. Caro H. Feagin
State Department of Education
State Offices
156 Trinity Avenue
Atlanta, Georgia 30334
(Phone: 656-2577)

LETTER SUPPLIES A-L BACKGROUND

Foreign language departments utilizing audio-lingual materials and methodology can avoid much confusion and ill-advised criticism by sending an introductory letter to parents of first-year pupils during the opening weeks of school.

Offered here is a sample of the type of letter, wich may be sent home with the student. It may be modified as desired.

________________________(Language) Department
School Address
Date

Dear Parent:

We are delighted to welcome your youngster to the study of one of the most exciting courses in our curriculum. The foreign language program at ________________________ High School is much improved over what you and I were able to study back when we were in school. We read, conjugated, and translated. Your youngster will have the opportunity to accomplish much more than that.

Today's ____________________ (language) program is made to meet today's needs. ____________________ High School is proud to be among those forward looking schools in Georgia which have changed to the new state-recommended foreign language curriculum. We have adopted audio-lingual materials and teaching techniques. Our objectives are to develop these language skills in this order: understanding, speaking, reading and writing.

During the first year we shall spend well over half of our class time developing the first two skills. The purpose is to establish the new sound system. Our students must learn to pronounce the words and phrases in the second language, not to say them with English sounds. To accomplish this goal, much practice with careful listening and repetition will be necessary. Encourage your youngster to give his full attention and effort to this drill work because outside of class he probably will not have much opportunity to hear good ____________________ (language).

Your youngster will actually come home speaking ______ (language). He should be able to greet you and make a few comments in well-pronounced ____________________ (language) even during the first week. However, don't ask him "What's the word for fork?" or "How do you say 'I like steak'". He can't say what we have not studied; he can't pull ________ (language) out of the air. He can't learn everything at once, and would become frustrated if he could not say what you wanted. Do let him use the phrases he has learned. Be enthusiastic and interested. This practice speaking at home can help solidify the learning.

For the first several weeks we shall not give homework from the text. We do not want the students to see _______________(language) until the new sound system is set. If they try to read too early, it would sound like ________________("Spenglish" or "Frenglish," etc.) Thus homework during this period will take other forms.

After about a month your youngster should indeed bring his ________________(language) book home each night. He will need to practice saying aloud his assignment; also he will read the material and learn to write it. He should spend at least 30 minutes on his lesson each night: a 15-minute period in the afternoon or early evening and another 15-minute period later or in the morning before school. Mastering a foreign language takes daily study.

In class the students will be graded on their oral work every day and will have numerous short quizzes plus regular unit tests. Thus home study will make a big difference. It is essential to keep up. If one gets behind, he must then work twice as hard to catch up. Absences will hurt. The student will have to double his efforts, practice after school in the electronic classroom, and check with the teacher on any difficulties.

By the way, our electronic classroom is a great asset in the study of ________________(language). Your youngster can hear native speakers on the audio tapes and use them for a model. Thus the chances are that ________________(language) will be a course in success.

We hope that your youngster will enjoy our program and will continue his study throughout high school. Four years of ____________(language) will be necessary to develop proficiency in the language. It is certainly better to have four years of only one modern language than two years each of two different modern languages. We spent quite a number of years learning English; real bilingualism will take time. However, your youngster's knowledge of a foreign language will open up to him many vocational opportunities, as well as an understanding of people of another culture. Let's make this a fine beginning.

____
Teacher's Signature

____
Principal's Signature

Return this signed to the teacher, please.

I have read your letter, and understand the aims, and shall encourage ____________________(name of student) to prepare his assignments each day.

Further comments: ____________________________

____

____

____
Parent's Signature

List of Resources and Materials

I. Books

- A. Basic Text - Le Français: Parler et Lire, Langellier, Levy, O'Conner, Holt, Rinehart and Winston
- B. Je Parle Français - film and text course in French Lavelle Rosselot - Encyclopaedia Britannica
- C. AIM French, Level Two - Harc ourt, Brace and World, Inc.
- D. Cours Élémentaire de Français - Dale and Dale, Heath
- E. Cours Moyen de Français - Dale and Dale, Heath
- F. Cours Moyen - Supérieur de Français, Dale and Dale, Heath
- G. Le Français Vivant I, Louise Couture - Charles E. Merrill Book Co.
- H. Le Français Vivant II, Louise Couture - Charles E. Merrill Book Co.
- I. French II - O'Brien, LaFrance, Brachfeld - Ginn and Co. (also advanced)
- J. Conversations d' Aujourd'hui, Harris and Monod Cassid - Heath
- K. Deuxième Livre (Workbook-French 2) - Amsco School Publication
- L. Troisième Livre (Workbook-French 3) Amsco School Publication
- M. Sommets Littéraires Français - François Dendue - Heath
- N. Images De La France Contemporaire - Chatagnier, Louis et Huguette
- O. Pathescope - Berlitz - Audio-visual French language series
- P. Chansons de France - Marcel Vigneras - Heath
- Q. Ecouter et Chanter - Klinck and Klinck - Holt

II. Magazines

- A. National Geographic
  - a. River of Counts and Kings: - The Loire, June 1966 Vol. 129 - No. 6
  - b. France Meets the Sea in Brillany - April, 1965 - Vol. 127 - No. 4
  - c. Ile de la Cité, Birthplace of Paris, March, 1968, Vol. 135 - No. 5
  - d. Bayeux Tapestry - June or July, 1966

II. Magazines (Continued)

B. Holiday
   a. Versailles - A Gilded Revival - April, 1968
   b. Boutiques of Paris and Rome - November, 1967
   c. Finest Foods of France - November, 1967
   d. Soul of France - September, 1967

Suggested Books for Reference Shelf in Advanced Classes

1. 3rd year - D'Artagnan, Alexandre Dumas - More interesting for boys; Vocabulary easily translated.
2. 3rd or 4th year - Lés Misérables, Victor Hugo - Difficult but interesting to both boys and girls.
3. 4th year - Carmen et Autres Nouvelles, Prosper Mérimée - Difficult; interesting to both boys and girls.
4. 3rd year - Tartarin de Tarascon, Alphonse Daudet - Easily read, funny, amusing idioms.
5. 3rd year - Un Coup d'oeil sur la France, Coulauges - Good for all, easy vocabulary, basic civilization
6. 4th year - Contes choisis, Guy de Maupassant - Very advanced
7. D'Artognan - Heath and Co., Boston
8. Les Misérables - Allyn and Bacon, Boston, New York
9. Carmen et autres - Heath and Co, Boston
10. Coup d'oeil - National Textbook Corporation, Lincolnwood, Illinois
11. Tortarin de Taroscon - Odyssey Press., New York
12. Contes Choisis - Odyssey Press, New York
    Libraire Hochette, Paris
13. Chez les Français - Lucette-Rolett - Kevan, Ch. 4, La France d'Aujourd'hui, for French Politics and Professions, Harcourt, Brace and World
14. Chez les Français - Ch. 2 - Les Français for the French Approach to Life, Harcourt, Brace and World
15. Carmen - ed. H Wynn Rickey and Margaret Shriver - for Arts in France Today - National Textbook Corp.

16. Le Bourgeois Gentilhomme - Molière - Arts in France Today

17. Paroles - Jacques Prévert - Livre de Poches - Arts in France Today

18. Noël - R. de Roussy de Sales - National Textbook Corp.
The French Approach to Life

19. Le Petit Prince - St. Exupéry - Arts in France Today

20. Conversations Françaises - Fanning, Oxford Book Company

21. Précis de Civilisation Française - Sorieri, Keyston Ed. Press,
71 Fifth Avenue, N. Y. 10003

22. Mauger - Langue et Civilization - IV (La France et ses écrivains)

23. Caricatures de la Vie en France - R De Roussy de Sales - National
Textbook Corporation

Teacher References for All Advanced Courses

1. Largarde and Richard - Moyen Age to Twentieth Century (6 vol.)
2. Mauger - Langue et Civilization - IV (La France et ses écrivains)

For the Student

FRANCE:

Barry, Joseph Amber. France. Macmillan, 1965.

Bragdon, Lillian J. The Land and People of France. Lippincott, 1960.

Brogan, D. W. France. Time, 1963. (Life World Library)

Davenport, William Wyatt. The Seine: from its Source, to Paris, to the Sea. McGraw-Hill, 1968.

Douglas, Marjory Stoneham. The Key to Paris. Lippincott, 1961.

Glyn, Anthony. The Seine. Putnam, 1966.

Kimbrough, Emily. Floating Island. Harper, 1968.

Smith, Irene. Paris. Rand McNally, 1961.

General Resources on Culture

1. "A Year in France" - filmstrip series - can be used first in English, then in French (Much later, the students can narrate strips in French themselves)

2. Life filmstrip - "France" narrated in English by Charles Boyer on accompanying record

3. City and State films - "Three Bears," for example, are good even if they can't understand completely; they're already familiar with story.

4. "Le Poisson Rouge" and "The Red Balloon" are good films

5. Stay alert to T.V. programs and advertisements which are applicable

6. Any books that focus on French people themselves - cultural aspects, at first, rather than geographical ones

7. Match, La Jeunesse, LeNoir et le Blanc, L'Exprès

8. Scholastic's periodicals for students: "Bonjour," "Ca va," "Chez Nous," etc.

9. Pictures and posters - travel posters from Air France, perhaps - Pictures can be checked out from library

10. France and Its People - In English, is good paperback introduction to culture.

11. Flags, etc., possibly from French Cultural Services in New York

    Show a picture - who can name the most items in French in this picture?

12. Travel Bureaus

13. French Cultural Center - Service for posters, etc. (monuments - large cities)

14. Alliance Française

15. French National Railroads

16. Air France (for brochures on summer travel, etc., resorts)

17. French Restaurants

THE PLACE OF CULTURE IN THE FOREIGN LANGUAGE PROGRAM

For Teachers:

407 Cornfield, Ruth R. Foreign Language Instruction: Dimensions and Horizons. New York: Meredith, 1966, pp. 123-140.

372.65 Donoghue, Mildred R. Foreign Languages and the Elementary School Child. Dubuque, Iowa: William C. Brown, 1968, pp. 85-116.

407 Donoghue, Mildred R., Ed. Foreign Languages and the Schools; a Book of Readings. Dubuque, Iowa: William C. Brown, 1967, pp. 222-249.

407 Huebener, Theodore. How to Teach Foreign Languages Effectively. Rev. Ed. New York: New York Univ., 1965, pp. 177-195.

407 Lado, Robert. Language Teaching: A Scientific Approach. New York: McGraw-Hill, 1964, pp. 23-31.

407 Rivers, Wilga M. Teaching Foreign Language Skills. Chicago: University Press, 1968, pp. 261-285.

407 Rivers Wilga M. The Psychologist and the Foreign Language Teacher. Chicago: University Press, 1964, pp. 131-148.

In the curriculum guide for the San Diego City Schools. A Guide for Teaching Spanish in the Secondary School, 1966, are two units:
Culture of Spain, pp. 105-156
Spanish America, pp. 159-191

In the curriculum guides for New York City. Foreign Language Program for Secondary Schools, 1966, is a section "Teaching of Culture":
Spanish Guide, pp. 35-39
French Guide, pp. 33 - 37.

Hanipanes, K. J. "Linguistic and Cultural Insights in Advertising", in Modern Language Journal, April, 1968, pp. 220-222.

In the Encyclopedia Britannica Foreign Language Review, Volume I; Ned Seelye's chapter on Culture, 1969.

Wylie & Bégué. Les français, 1970.